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ABSTRACT

This manual presents suggested measures which are designed to examine the outcomes of support and service provision on the lives of people with disabilities in Illinois. Included are 30 measures for people and 16 measures for organizations. The measures were developed after initial input from people with disabilities participating in a Community Integrated Living Arrangements program and are intended to be used in the evaluation process by review teams during on-site visits. The measures and the accompanying questions are designed to obtain information from either the individual involved and/or those who know the person best. Outcome measures for people address the following areas: personal goals, choice, social inclusion, relationships, rights, dignity and respect, health, environment, security, and satisfaction. The measures for organizations cover the areas of health and safety, fiscal management, human resource management, planning, and evaluation. For each measure the guidelines address interview questions, checking of documentation, observation, outcome questions, organizational process questions, and special considerations. (DB)

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OUTCOME BASED PERFORMANCE MEASURES

For Illinois Citizens with Disabilities

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Developed by

THE ACCREDITATION COUNCIL ON SERVICES FOR PEOPLE WITH DISABILITIES

For

THE ILLINOIS PLANNING COUNCIL ON DEVELOPMENTAL DISABILITIES

THE ILLINOIS DEPARTMENT OF MENTAL HEALTH AND DEVELOPMENTAL DISABILITIES

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THE ACCREDITATION COUNCIL
on Services for People with Disabilities

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OUTCOME BASED PERFORMANCE MEASURES

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SECTION I

INTRODUCTION

OUTCOME BASED PERFORMANCE MEASURES FOR ILLINOIS CITIZENS WITH DISABILITIES

INTRODUCTION

PURPOSE

These *Outcome Based Performance Measures* are designed to examine the outcomes of support and service provision on the lives of people with disabilities. These *Outcome Based Performance Measures* form the base of the organization's quality enhancement program. They ask the question "What did the service or support do for the person?" This focus on outcomes for the person builds upon previous standards that asked the question "How were the services or supports provided?"

This field review edition of the *Outcome Based Performance Measures* is limited to 30 measures for people and 16 measures for the organization. These *Outcome Based Performance Measures* shift attention from assuring compliance with hundreds of processes to emphasizing a limited number of the most important outcomes for people. This emphasis will enable an organization to clearly communicate that a limited number of variables account for the overwhelming outcomes in people's lives. A clear focus on a few variables will have a large payoff for people with disabilities.

Finally, these *Outcome Based Performance Measures* are designed to apply across service and support programs and to people with different disabilities. Because the outcomes are generic, and because the measurement process has been successfully field tested in Illinois, they can be used in most quality enhancement programs for organizations providing services and supports to people.

DEVELOPMENT

These measures were developed after initial input from people with disabilities participating in the Community Integrated Living Arrangements (CILA) program in the State of Illinois. Successive drafts of the measures were circulated to people with disabilities, providers, representatives of state and federal agencies, families and professionals.

ON-SITE APPLICATION

The *Outcome Based Performance Measures* are designed to determine the presence of outcomes for people. As such, the on-site visit will require that review teams visit, interview, and observe each person for whom the measures will be applied. Review teams will also interview staff, other persons receiving supports and services, and, when appropriate, family members. These directed interviews and observations will enable review teams to gather information to determine whether the outcomes identified in the measures are present.

The Measures and the questions that follow them are designed to obtain information from the person and from those who know the person best. If a person has difficulty communicating his or her preferences, activities and satisfaction to the interviewer, the questions would be asked of those who know the person best and who are sensitive to, and aware of, how the person expresses likes and dislikes, choices, preferences, and desires. Those people (family members, guardians, those who provide personal support) would contribute their knowledge of the person for assessment and planning purposes and would respond on his or her behalf about experiences with regard to the *Outcome Based Performance Measures.*

INFORMATION COLLECTION AND DECISION MAKING

Each of the thirty *Outcome Based Performance Measures* will be applied for a representative sampling of people receiving supports and services from the organization. All of the Outcome Questions will be asked of each person in the sample. Some questions, however, may not apply to children and adolescents.

These Outcome Measures have been designed to determine whether outcomes are present for people with disabilities. The first step in the decision process is to determine whether the outcome is present. This is also the most important determination in the application of each of the thirty outcome measures for people.

The OUTCOME measurement question asks: ***IS THE OUTCOME PRESENT?***

An organization process question then asks about the individualized supports and services the organization has provided to enable the person to reach the outcome.

The ORGANIZATIONAL PROCESS question is:

> ***HAS THE ORGANIZATION DESIGNED AND INITIATED A PROCESS THAT ENABLES (OR WILL ENABLE) THE PERSON TO OVERCOME BARRIERS AND ACHIEVE THE OUTCOME?***
>
> ***IF THE ANSWER IS YES, WHAT IS THE ORGANIZATIONAL PROCESS?***

The Illinois Department of Mental Health and Developmental Disabilities and Illinois Planning Council on Developmental Disabilities recognize that achieving outcomes for people may be more difficult than complying with processes. For this reason, the review process is designed to acknowledge effort on the part of organizations to achieve outcomes, even when they are not yet totally successful.

THE ROLE OF INDIVIDUAL DIFFERENCE AND CHOICE

The *Outcome Based Performance Measures for People* are applied to each person. The performance measures do not, however, prescribe a specific outcome for any person. All 30 performance measures consider individual choice and decision making as key variables. For example, a performance measure may indicate that *people participate in the life of the community*. However, in instances where a person *chooses* not to participate in the life of the community, the measure would be considered to be present.

Choice, however, also involves the element of consent. The person making the choice must have some knowledge of the variables in the situation and, perhaps, some previous exposure and experience with the variables relevant to choosing or important for decision making. The provider organization has a responsibility to provide the person with training, counseling, and opportunities to experience and try the options involved in making choices. In some cases, people with more significant disabilities may require additional supports, experiences and options from which to choose, in order to make outcomes possible and relevant.

THE ROLE OF RIGHTS AND RESPONSIBILITIES

These Performance Measures for People stress both the rights and responsibilities that apply to all citizens. All people are protected by basic constitutional rights, federal and state statute, and court decisions. These legal rights are particularly important to people with disabilities.

Rights are balanced by responsibilities. People cannot always exercise rights when the results would burden others. The importance of rights does not diminish people's responsibilities for their own lives. The provider organization has a responsibility to assist people to both exercise their own rights and be responsible for the outcome of their actions on others. Rights confer an obligation to act in a responsible manner.

THE ROLE OF INDIVIDUAL OUTCOMES AND COMPREHENSIVE PLANNING

During the past four decades, organizations have gained knowledge and expertise in the design of systems for service and support. A general consensus and tradition has emerged in the literature about program planning and treatment services. These new *Outcome Based Performance Measures* build upon that tradition of past research and practice. The Illinois Department of Mental Health and Developmental Disabilities and the Illinois Planning Council on Developmental Disabilities believe that a well designed and well managed service process will lead to outcomes for people.

The focus on outcomes for people results in a relative decrease in emphasis on service process standards. Organizations are urged to first look at outcomes for people. When outcomes are absent, the format of the *Outcome Based Performance Measures* will indicate if organization is moving toward the outcome for a person. The format of the *Outcome Based Performance Measures* will acknowledge organization efforts to achieve outcomes in well designed and managed services even when outcomes are not yet present. This acknowledgement is found in the Organizational Process Questions that emphasize the provision of individualized services to achieve individualized outcomes.

There is a shift in the way organization responsibility is defined that accompanies the shift from "process" to "outcome." In the program paradigm of quality, service activities and professional practice defined the expectations for agency responsibility. With a focus on individual outcomes, the organization must define its own unique role in relation to supporting people to achieve their outcomes.

Each organization will have some role in supporting a person to achieve all outcomes. The scope of responsibility will be defined by the organization's mission and purview. Organizations that coordinate services or provide 24 hour service and support for people will have a greater scope of responsibility than organizations providing more limited services. This is consistent with current practice and expectations.

However, unlike current practice where responsibility is defined by "program" focus, an organization cannot choose to ignore an outcome area for an individual because it is not directly related to the program's mission or emphasis. In those instances where outcome areas are beyond an organization's mission or purpose, the responsibility for attention to outcomes remains, but the organizational role and response may be more restricted. Rather than take direct action through supports or services, organizations may address outcomes through referral, advocacy or consultation.

This approach is more holistic in nature. It acknowledges that daily events are interconnected and that seemingly random and unconnected events merge when they impact a single person. A commitment to holistic patterns of support and service is demonstrated either through direct service provision or through service coordination involving support and service staff, providers and public agencies.

INDIVIDUALIZATION

These *Outcome Based Performance Measures* maintain a focus on the individual rather than on program or organizational effectiveness at meeting its own goals. These measures ask whether the outcome is present for each person. In addition, the outcomes are non-proscriptive. They will vary from individual to individual. As a result, the outcome measures can only be applied after meeting the person, inquiring about his or her goals and desires for the future, and asking about choices he or she has made in the past and may wish to make in the future.

This focus on outcomes for the person challenges organizations to individualize service and support. The outcomes on each of the thirty measures will vary from person to person. One person may have a very high need for privacy; another person may place a primary emphasis on friendships. One person's choice of a work setting might not satisfy another person. Choice from a variety of options ensures individualization.

In addition, the question of what organizational processes contributed to an outcome are answered for each specific individual. General organizational processes such as policy and procedure must then be explained in terms of the person. The process question asks *"How was the policy and procedure applied to an individual?"*

FROM *PERSONAL GOALS* TO *SATISFACTION*

The current sequence of thirty *Outcome Based Performance Measures* For People is based on the initial pilot tests in Illinois. The early identification of goals and the achievement of goals in Measures #1 and #2 (*People choose personal goals* and *People realize personal goals*) identifies the person's goals, preferences, experiences and range of choices. The analysis of other outcomes follows from the identification of goals.

The Outcome Measures conclude with questions concerning satisfaction with services and supports and general state-of-life satisfaction.

The order of the Outcome Measures does not reflect a "hierarchy" or "importance" of the measures. All of the Measures have the same weight, but some measures have special importance for some people. One person may be more concerned about privacy, while another person may attach greater importance to a choice of work situation.

SECTION II

OUTCOME MEASURES FOR PEOPLE

OUTCOME BASED PERFORMANCE MEASURES FOR PEOPLE

PERSONAL GOALS

1. People choose personal goals.
2. People realize personal goals.

CHOICE

3. People choose where and with whom they live.
4. People choose where they work.
5. People decide how to use their free time.
6. People choose services.
7. People choose their daily routine.

SOCIAL INCLUSION

8. People participate in the life of the community.
9. People interact with other members of the community.
10. People perform different social roles.

RELATIONSHIPS

11. People have friends.
12. People remain connected to natural support networks.
13. People have intimate relationships.

RIGHTS

14. People exercise rights.
15. People are afforded due process if rights are limited.
16. People are free from abuse and neglect.

DIGNITY AND RESPECT

17. People are respected.
18. People have time, space and opportunity for privacy.
19. People have and keep personal possessions.
20. People decide when to share personal information.

HEALTH

21. People have health care services.
22. People have the best possible health.

ENVIRONMENT

23. People are safe.
24. People use their environments.
25. People live in integrated environments.

SECURITY

26. People have economic resources.
27. People have insurance to protect their resources.
28. People experience continuity and security.

SATISFACTION

29. People are satisfied with services.
30. People are satisfied with their personal life situations.

1. PEOPLE CHOOSE PERSONAL GOALS

Goals reflect the person's expressed desires for the future. Goals play an important part in personal growth and development. Personal goals provide people with motivation and direction. Goals can be formal statements of what a person wants to do or accomplish in the years ahead. Goals can also reflect the person's informal expectations and hopes for the future in areas such as continuing education, self development, leisure, personal relationships, and travel.

Personal goals are indications of what people want to do in the future. Goals generally build on the strengths and capacities that people have.

The organization assists people to consider personal goals, with help and assistance from peers, other close friends, and family, if appropriate. There are procedures for eliciting from the person, and others important to the person if that is appropriate, the person's desires for the future. The self-assessment by a person of her or his goals, preferences, interests, and needs guides the organization to provide a range of services and supports.

VALUES:

- The organization has a responsibility to provide training, counseling and opportunities to experience the options involved in making choices about goals.
- The organization provides services and supports that assist people to consider and choose personal goals for the future.
- The process for considering and selecting goals takes place in the least possible intrusive and threatening manner.
- The person's goals determine the services and supports that will be provided or obtained.

1. PEOPLE CHOOSE PERSONAL GOALS

OUTCOME INFORMATION GATHERING

The following is intended as a guide for gathering information from the person and other sources in order to determine whether the outcome is present for the person. The specific activities and some of the questions may need to be modified to accommodate the person's personal preferences and to assist the person to understand the type of information needed.

INTERVIEW THE PERSON:

During the interview with the person, ask about what is most important for the person to have or achieve.

Suggested Questions for the Person:

- *What are your personal goals?*
- *How do you want your life to change over the next two to five years?*
- *What assistance (if any) do you need to make these things happen?*

INTERVIEW PEOPLE WHO KNOW THE PERSON BEST:

Plan follow up discussions with the people who know the person best to get clarification about the person's goals and to identify what support the person has for goal attainment.

Suggested Questions for those who know the person best:

- *Do you know what the person wants for the future?*
- *Which changes or goals mean the most to the person?*
- *How did you determine that?*
- *What is being done to assist or support the person to achieve his or her personal goals?*

CHECK THE PERSON'S RECORD OR OTHER PROGRAM DOCUMENTATION:

Look at the person's assessment information and individual plan to see if verbal responses to questions about goals from the person and others match what is written. Follow up with the person and staff if discrepancies are found.

OBSERVE INTERACTIONS AND ENVIRONMENTS:

Look to see if interactions with the person and program activities relate to the person's personal goals during observation time in various settings. Interactions between the person and staff will most likely reflect the person's goals.

1. PEOPLE CHOOSE PERSONAL GOALS

OUTCOME DECISION MAKING

Based on the information gathered from meeting and talking with the person, interviews with members of the person's formal and informal support network, observations and a review of the record if needed, please answer the following questions about the person's choice of goals:

OUTCOME QUESTIONS:

1.1 Does the person choose personal goals?

1.2 Are these goals the basis for the provision and coordination of services and supports for the person?

1.3 If the answers to 1.1 and 1.2 are yes, *the Outcome is present.*

ORGANIZATIONAL PROCESS QUESTIONS:

1.A Has the organization designed and initiated a process that enables (or will enable) the person to overcome barriers to choosing personal goals?

1.B If the answer is yes, what is the organizational process that enables (or will enable) the person to overcome barriers to choosing personal goals?

SPECIAL CONSIDERATIONS:

☐ If the person's needs/wants regarding goals have not been actively solicited, then the outcome is not present.

☐ If the services and supports provided to the person do not focus on the pursuit of his or her goals, then the outcome is not present.

☐ Personal goals are broader in scope than behavioral objectives.

2. PEOPLE REALIZE PERSONAL GOALS

People experience some success in attaining personal goals or desires. People often require skills and competencies to achieve personal goals. Specialized and generic supports and service programs can assist people to achieve their own goals through individualized training and (re)habilitation programs. In addition, special supports can increase functional capabilities even in the absence of skill acquisition. Personal attendants, adaptive technology, and environmental alterations enable people to increase function without acquiring new skills.

Organizations providing supports and services have an assessment and planning process that is individualized for each person. This planning and service/support process takes place on a continuous basis.

VALUES:

- Achieving goals gives people a sense of accomplishment and enhances personal image.
- Supports and training are provided to target those skills, resources and experiences that will facilitate the person's realization of personal goals.

2. PEOPLE REALIZE PERSONAL GOALS

OUTCOME INFORMATION GATHERING

The following is intended as a guide for gathering information from the person and other sources in order to determine whether the outcome is present for the person. The specific activities and some of the questions may need to be modified to accommodate the person's personal preferences and to assist the person to understand the type of information needed.

INTERVIEW THE PERSON:

During the interview with the person, ask what the person is most satisfied about having attained or accomplished.

Suggested Questions for the Person:

- *What have you accomplished over the past few (one to three) years?*
- *Which changes in your life have pleased you most?*
- *If you did not attain your personal goals, what stopped you?*
- *What assistance or support do you think you need?*

INTERVIEW PEOPLE WHO KNOW THE PERSON BEST:

Plan follow up discussions with the people who know the person best to clarify information about the person's past accomplishments. Also ask about any barriers to goal accomplishment.

Suggested Questions for those who know the person best:

- *What personal goals has the person achieved?*
- *If any were not achieved, why?*
- *How are you assisting the person to overcome barriers to goal attainment?*

CHECK THE PERSON'S RECORD OR OTHER PROGRAM DOCUMENTATION:

If information shared about goals during discussions is confusing or if the person expresses concern about lack of change, look at the person's assessment information and individual plan for clarification. Of particular note is whether the person's concerns are acknowledged by the staff and how they are being addressed.

OBSERVE INTERACTIONS AND ENVIRONMENTS:

Not applicable for this outcome.

2. PEOPLE REALIZE PERSONAL GOALS

OUTCOME DECISION MAKING

Based on the information gathered from meeting and talking with the person, interviews with members of the person's formal and informal support network, observations and a review of the record if needed, please answer the following questions about the person's realization of personal goals:

OUTCOME QUESTIONS:

2.1 Has the person realized any personal goals within his or her designated time frame?

2.2 If the answer to 2.1 is yes, *the Outcome is present.*

ORGANIZATIONAL PROCESS QUESTIONS:

2.A Has the organization designed and initiated a process that enables (or will enable) the person to overcome barriers to realizing his or her personal goals?

2.B If the answer is yes, what is the organizational process that enables (or will enable) the person to overcome barriers to realizing his or her personal goals?

SPECIAL CONSIDERATIONS:

- ☐ The person must have achieved at least one goal within the past three years, in order for this outcome to be considered present.
- ☐ Personal goals have a longer time frame than behavioral objectives. Achieving a number of behavioral objectives may enable a person to realize a personal goal.

3. PEOPLE CHOOSE WHERE AND WITH WHOM THEY LIVE

Decisions about where and with whom we live are personal choices that have a major impact on our lives. Service organizations that assist people with disabilities to find places to live should always expect people to make these decisions for themselves. The person is always considered the key in the decision making process, regardless of the extent of support needed. A good process reflects respect for personal opinions and considers personal preferences as a significant priority.

If someone cannot make choices independently, service and support organizations should seek information from the person about his or her preferences relevant to the choice. Decisions about a home are part of a process of matching individual characteristics and preferences with available options.

Options may be limited by circumstances in the community or service system, which are beyond the person's or the organization's control, such as no apartments or homes available in a specific location. In these situations, planning occurs with the person to identify the "next best" alternative. Planning addresses ways to change the circumstances, while the person experiences the "next best" alternative.

VALUES:

- The same range of options of where to live, that are available to all people, are available to people with disabilities.
- People are presented options from which to choose their place and type of residence.
- People's choices and preferences about where and with whom to live are honored.

3. PEOPLE CHOOSE WHERE AND WITH WHOM THEY LIVE

OUTCOME INFORMATION GATHERING

The following is intended as a guide for gathering information from the person and other sources in order to determine whether the outcome is present for the person. The specific activities and some of the questions may need to be modified to accommodate the person's personal preferences and to assist the person to understand the type of information needed.

INTERVIEW THE PERSON:

During the interview with the person, ask about the person's control of or involvement in decisions about where and with whom he or she lives.

Suggested Questions for the Person:

- *What made you choose to live in your current home?*
- *Did you choose the people with whom you live?*
- *What role did others play in making these decisions?*
- *Are you satisfied with the options you were offered?*
- *If not, what would you like instead?*

INTERVIEW PEOPLE WHO KNOW THE PERSON BEST:

Plan follow up discussions with the people who know the person best to determine the extent to which the person was supported to make choices about his or her personal living situation.

Suggested Questions for those who know the person best:

- *Who decided where and with whom the person would live?*
- *If the person did not choose, why not?*
- *If the person has difficulty with decision making, what supports are available to assist the person in learning more about options and decision making?*
- *If the person is not satisfied with his or her living situation, what is being done?*
- *How are the person's concerns identified and addressed?*

OBSERVE INTERACTIONS AND ENVIRONMENTS:

Spend time with the person in the home environment to verify what was expressed during the interview about satisfaction with the choices offered.

CHECK THE PERSON'S RECORD OR OTHER PROGRAM DOCUMENTATION:

If the person did not choose or is not satisfied with the current living arrangement, check the plan or record to see what options were explored and how this is addressed.

3. PEOPLE CHOOSE WHERE AND WITH WHOM THEY LIVE

OUTCOME DECISION MAKING

Based on the information gathered from meeting and talking with the person, interviews with members of the person's formal and informal support network, observations and a review of the record if needed, please answer the following questions about the person's choice of where and with whom to live:

OUTCOME QUESTIONS:

3.1 Did the person decide where to live?

3.2 Did the person select with whom he or she lives?

3.3 If the answers to 3.1 and 3.2 are yes, *the Outcome is present.*

ORGANIZATIONAL PROCESS QUESTIONS:

3.A Has the organization designed and initiated a process that enables (or will enable) the person to overcome barriers to choosing where and with whom to live?

3.B If the answer is yes, what is the organizational process that enables (or will enable) the person to overcome barriers to choosing where and with whom to live?

SPECIAL CONSIDERATIONS:

☐ If the person has not been presented with options about where and with whom to live and his or her preferences have not been determined, then the outcome is not present.

☐ For children living at home, this outcome is not applicable. For children placed out of the home, the outcome is present if their preferences about the living situation are considered in decision making.

☐ The organizational process question can be answered *yes* when the person's preferences and unique characteristics were considered in the home selection process, even if the options for choice of home are limited or nonexistent.

4. PEOPLE CHOOSE WHERE THEY WORK

People have career options and decisions about work are based on each person's abilities and preferences.

Work is a life option that has economic, social and psychological value for many people. Some people do not work because they are too young, have alternative sources of financial support, or because they have retired. For people who choose to work, the selection of a job and a career is a significant decision.

Service organizations that assist people with disabilities to find work should always expect people to make decisions for themselves. The person is always considered the key in the decision making process regardless of the extent of support needed. A good process reflects respect for personal opinions and considers personal preferences as a significant priority.

Options for work are increased through the provision of support services, assistive technology and environmental adaptations.

If someone cannot make choices independently, service and support organizations should seek information from the person about his or her preferences relevant to the choice. Decisions about work are part of a process of matching individual characteristics and preferences with available options, since we cannot always control what options are available.

Options for work may be limited due to circumstances that may be beyond the person's or organization's control, such as no job openings at a given company. In these situations, planning assists the person to identify the "next best" alternative. Planning addresses ways to change the circumstances, while the person experiences the "next best" alternative.

VALUES:

- For the majority of adults in our society, work provides a significant amount of economic support and self esteem.
- If people have alternative means of support and do not wish to work, it is quite acceptable not to work.
- The same range of options for work that are available to all people should be available to people with disabilities.
- When people are unable to make explicit choices, the organization provides opportunities for different experiences and explores and respects individual preferences.
- People who are of retirement age need access to a variety of post employment options.

4. PEOPLE CHOOSE WHERE THEY WORK

OUTCOME INFORMATION GATHERING

The following is intended as a guide for gathering information from the person and other sources in order to determine whether the outcome is present for the person. The specific activities and some of the questions may need to be modified to accommodate the person's personal preferences and to assist the person to understand the type of information needed.

INTERVIEW THE PERSON:

During the interview with the person, ask about the person's work situation to determine if it matches the person's preferences.

Suggested Questions for the Person:

- *How did you decide where to work?*
- *What options did you have?*
- *If you did not decide, who did?*
- *Why did others decide for you?*
- *Are you satisfied with the decision either you or others made?*
- *If not, what would you like instead?*

INTERVIEW PEOPLE WHO KNOW THE PERSON BEST:

Plan follow up discussions with the people who know the person best to clarify information about the person's work situation and find out about any support the person receives.

Suggested Questions for those who know the person best:

- *How was it decided where the person would work?*
- *If the person did not choose, why not?*
- *If the person has difficulty with decision making, what supports are being provided?*
- *Is the current work situation satisfactory to the person? If not, what is being done?*
- *How are the person's concerns addressed, if there is not a good match?*

OBSERVE INTERACTIONS AND ENVIRONMENTS:

If it is not disruptive, spend time with the person in his or her work environment to see if the person is comfortable and supported in the work environment.

CHECK THE PERSON'S RECORD OR OTHER PROGRAM DOCUMENTATION:

If the person is unhappy about work or expresses concern about the work environment, look at the person's assessment information and individual plan to see if this is addressed.

4. PEOPLE CHOOSE WHERE THEY WORK

OUTCOME DECISION MAKING

Based on the information gathered from meeting and talking with the person, interviews with members of the person's formal and informal support network, observations and a review of the record if needed, please answer the following questions about the person's choice of work:

OUTCOME QUESTIONS:

4.1 Does the person decide where to work?

4.2 If the answer to 4.1 is yes, *the Outcome is present.*

ORGANIZATIONAL PROCESS QUESTIONS:

4.A Has the organization designed and initiated a process that enables (or will enable) the person to overcome barriers to choosing where to work?

4.B If the answer is yes, what is the organizational process that enables (or will enable) the person to overcome barriers to choosing where to work?

SPECIAL CONSIDERATIONS:

☐ If the person has not been presented with options about where to work and his or her preferences have not been determined, then the outcome is **not** present.

☐ For children prior to adolescence, this outcome is not applicable. Planning for work should begin by high school years.

☐ Work includes work training, volunteer efforts and structured retirement activities.

☐ Choice may mean exploring options, expressing preferences and finally choosing the only option available at that time.

5. PEOPLE DECIDE HOW TO USE THEIR FREE TIME

Free time is time not devoted to work or personal care.

People are supported to use free time for pursuits that match their preferences and desires. The use of free time may reflect activities that make us most happy, relaxed and comfortable. We may also use free time to focus on the accomplishment of personal goals and to establish or renew contacts and relationships. People should be free to select and schedule activities in their free time.

Free time is not idle time. Free time provides the opportunity to make choices and participate in a solitary or group activity. Idle time takes place when there is no real choice to be made and when opportunities for activity are lacking.

Some people may need assistance in choosing and scheduling free time activity. Assistance should be provided only at the request of the person or if the person is observed to be having difficulty. This assistance should help the person identify options for activities or work through barriers that may interfere with participation in preferred activities.

VALUES:

- People with disabilities choose from the same array of leisure and recreational activities as do people without disabilities. This includes hobbies and activities that can be enjoyed alone and with others, at home or in the community.

- Training and supports are provided to assist people to develop interests and participate in activities.

- People who have had limited experience and opportunities to direct their own leisure or free time activities have structured support and multiple opportunities to try out many different options.

- Support or training for enjoyable use of free time is not forced on a person. The person's wishes about whether or not to join in any given activity are always respected.

5. PEOPLE DECIDE HOW TO USE THEIR FREE TIME

OUTCOME INFORMATION GATHERING

The following is intended as a guide for gathering information from the person and other sources in order to determine whether the outcome is present for the person. The specific activities and some of the questions may need to be modified to accommodate the person's personal preferences and to assist the person to understand the type of information needed.

INTERVIEW THE PERSON:

During the interview with the person, ask the person about what kind of things he or she does during free time and how these activities are selected.

Suggested Questions for the Person:

- *How much free time do you have?*
- *What do you like to do?*
- *What do you do most often?*
- *Is there anything you used to do that you would like to do?*
- *Is there anything you would like to try?*

INTERVIEW PEOPLE WHO KNOW THE PERSON BEST:

Plan follow up discussions with the people who know the person best to verify information from the person and find out how supports are arranged to accommodate the person's desires.

Suggested Questions for those who know the person best:

- *Who decides what the person does in his or her free time?*
- *How do you know what the person likes?*
- *What activities does the person do most often?*
- *How were/are activities selected?*
- *What options are available and/or provided?*

OBSERVE INTERACTIONS AND ENVIRONMENTS:

Spend some time in the place where the person most often spends his or her free time to assess if the person's choice is respected. Ask the person if it is possible to visit some of the places he or she frequently goes or to accompany the person on an activity.

CHECK THE PERSON'S RECORD OR OTHER PROGRAM DOCUMENTATION:

If it is not possible to spend time with the person or if there are questions about the frequency or type of activities, look for documentation about what activities have occurred in the past month and what the person has planned for the coming week.

5. PEOPLE DECIDE HOW TO USE THEIR FREE TIME

OUTCOME DECISION MAKING

Based on the information gathered from meeting and talking with the person, interviews with members of the person's formal and informal support network, observations and a review of the record if needed, please answer the following questions about the person's use of free time:

OUTCOME QUESTIONS:

5.1 How much free time does the person have?

5.2 Does the person choose how to spend this time?

5.3 Does the person choose where and with whom to spend free time?

5.4 If the answers to 5.2 and 5.3 are yes, *the Outcome is present*.

ORGANIZATIONAL PROCESS QUESTIONS:

5.A Has the organization designed and initiated a process that enables (or will enable) the person to overcome barriers to deciding how to use his or her free time?

5.B If the answer is yes, what is the organizational process that enables (or will enable) the person to overcome barriers to deciding how to use his or her free time?

SPECIAL CONSIDERATIONS:

☐ If the person has no options or has only limited options for his or her free time, then the outcome is not present.

☐ The method to remove barriers to the person's use of free time must be individualized to the person's situation.

6. PEOPLE CHOOSE SERVICES

People are offered options for services, and their wishes and preferences regarding service selection are respected.

Services offer the support and assistance that a person has requested in order to realize his or her personal goals. Services and supports are provided to cause individualized outcomes. People should not be required to accept services that do not match their needs for the convenience of the service organization. Individual preference should be considered when making decisions about the type, intensity, location and provider of service. Services should be modified whenever possible to accommodate reasonable requests and preferences.

Services and supports assist and enable people to achieve outcomes. Services and supports are not outcomes. They are processes to enable people to achieve their goals.

Services and supports are customized for each person. People should not be squeezed into standardized program slots.

VALUES:

- To promote choice, options are presented and explained to the person. These options are well matched to the person's personal goals.
- The organization explains all options that are available and supports the person to choose among options. Although at times options may be limited, providers do not omit possible options because they have decided (independent of the person) that the option is not a "good" one.
- A person's ability to choose and make decisions can change throughout his or her life. If the person's decision making ability is limited, the organization identifies what decisions the person can make and seeks to expand that capability over time.
- People who have had limited experience or limited ability in making choices have the support and opportunities they need to make choices.

6. PEOPLE CHOOSE SERVICES

OUTCOME INFORMATION GATHERING

The following is intended as a guide for gathering information from the person and other sources in order to determine whether the outcome is present for the person. The specific activities and some of the questions may need to be modified to accommodate the person's personal preferences and to assist the person to understand the type of information needed.

INTERVIEW THE PERSON:

During the interview with the person, ask if his or her wishes and preferences regarding service selection are respected.

Suggested Questions for the Person:

- *What services are you receiving?*
- *When, where and from whom do you receive the services?*
- *Who decided what services you would receive?*
- *If you did not decide, why not?*
- *Are these services the ones you want?*
- *Are they meeting your needs and expectations?*

INTERVIEW PEOPLE WHO KNOW THE PERSON BEST:

Plan follow up discussions with the people who know the person best to verify information about how the person was involved in the service selection process.

Suggested Questions for those who know the person best:

- *How do you determine the services desired by the person?*
- *What options for services were presented to the person?*
- *How do you present options to the person?*
- *If the person has limited ability to make decisions or limited experience in decision making, what do you do?*

CHECK THE PERSON'S RECORD OR OTHER PROGRAM DOCUMENTATION:

Look at the person's assessment information and individual plan to verify that the person's preferences and choices were respected, if there is any uncertainty or confusion after interviews.

OBSERVE INTERACTIONS AND ENVIRONMENTS:

If further verification is needed, spend time with the person at the time when services are being provided to observe the person's comfort and satisfaction with services.

6. PEOPLE CHOOSE SERVICES

OUTCOME DECISION MAKING

Based on the information gathered from meeting and talking with the person, interviews with members of the person's formal and informal support network, observations and a review of the record if needed, please answer the following questions about the person's choice of services and supports:

OUTCOME QUESTIONS:

6.1 Does the person select the services and/or supports that he or she receives?

6.2 If the answer to 6.1 is yes, *the Outcome is present.*

ORGANIZATIONAL PROCESS QUESTIONS:

6.A Has the organization designed and initiated a process that enables (or will enable) the person to overcome barriers to choosing services and supports?

6.B If the answer is yes, what is the organizational process that enables (or will enable) the person to overcome barriers to choosing services and supports?

SPECIAL CONSIDERATIONS:

☐ If the services and supports provided to the person do not focus on the pursuit of his or her goals, then the outcome is **not** present.

☐ If there are no, or only, limited options available to the person, then the outcome is **not** present.

☐ The choice as to place of work or place of residence is not the issue in this outcome. In relation to work and home, the outcome refers to choice in services received while the person is at home or at the work or day training site.

7. PEOPLE CHOOSE THEIR DAILY ROUTINE

People organize their personal routine of activities to suit their individual needs and preferences. Routine activities include work, leisure, learning, personal care, and sleep.

Making choices about the daily routine is a basic component of exercising control in life. Service patterns should remain flexible enough to accommodate reasonable changes that people may request. This is especially important in the home environment. People should be encouraged to be active in making decisions about meal times, work schedules, personal schedules, leisure time activities, and other routines.

Personal choice may be limited to some degree in group living situations because the preferences of two or more people sharing the same residence may conflict. In these situations, every attempt should be made to facilitate the negotiation of a reasonable compromise among all people involved.

VALUES:

- People with disabilities make decisions about their routine daily activities, as do people without disabilities.
- People may choose to have a daily routine that is the same throughout the week.
- Training and supports are provided to enable people to make choices about their routines.
- People who have had little opportunity to decide their own daily routines have the support and encouragement they need to make decisions.

7. PEOPLE CHOOSE THEIR DAILY ROUTINE

OUTCOME INFORMATION GATHERING

The following is intended as a guide for gathering information from the person and other sources in order to determine whether the outcome is present for the person. The specific activities and some of the questions may need to be modified to accommodate the person's personal preferences and to assist the person to understand the type of information needed.

INTERVIEW THE PERSON:

During the interview with the person, ask how the person organizes and structures his or her daily activities.

Suggested Questions for the Person:

- *What is a typical day like for you?*
- *Who makes decisions about routine activities such as when you get up in the morning, go to bed at night, eat your meals, bathe?*
- *Do you have to get things done within certain time frames?*
- *Is your routine the same every day of the week?*

INTERVIEW PEOPLE WHO KNOW THE PERSON BEST:

Plan follow up discussions with the people who know the person best to verify information about the person's control of his or her schedule and to find out about how conflicts with the person are resolved.

Suggested Questions for those who know the person best:

- *Who is responsible for deciding the person's routine?*
- *How do you know when the person likes to do things?*
- *How are the person's preferences and choices solicited?*
- *Have you made adjustments when the person has indicated a desire for change?*
- *What is done to encourage greater expression of choice?*

CHECK THE PERSON'S RECORD OR OTHER PROGRAM DOCUMENTATION:

If concerns about respect for the person's preferences or choices are brought up during the interview, check the person's schedule as documented in program records to see if accommodations for personal preference are addressed.

OBSERVE INTERACTIONS AND ENVIRONMENTS:

Spend time with the person in various environments to verify the person's routine or responsiveness to the person's day-to-day choices.

7. PEOPLE CHOOSE THEIR DAILY ROUTINE

OUTCOME DECISION MAKING

Based on the information gathered from meeting and talking with the person, interviews with members of the person's formal and informal support network, observations and a review of the record if needed, please answer the following questions about the person's choices in the daily routine:

OUTCOME QUESTIONS:

7.1 Does the person have choice about what to do during the day?

7.2 Does the person choose when, where and for how long she or he will engage in routine activities such as meals, bathing, rest, recreation?

7.3 If the answers to 7.1 and 7.2 are yes, *the Outcome is present.*

ORGANIZATIONAL PROCESS QUESTIONS:

7.A Has the organization designed and initiated a process that enables (or will enable) the person to overcome barriers to choosing her or his daily routine?

7.B If the answer is yes, what is the organizational process that enables (or will enable) the person to overcome barriers to choosing her or his daily routine?

SPECIAL CONSIDERATIONS:

☐ If there are no or only limited options available to the person, then the outcome is **not** present.

☐ For children living at home with their families, this outcome is not applicable.

☐ For children involved in organized settings, their preferences should influence the daily routine.

8. PEOPLE PARTICIPATE IN THE LIFE OF THE COMMUNITY

People take part in a wide variety of routine and special activities that occur in the community.

Physical presence in the community provides opportunities for people to meet others and broaden their experiences. The community often has many resources for personal support, enjoyment and development.

Organizations should provide people with easy access to community resources. Generic community resources, such as doctors, restaurants, banks, grocery and retail stores, should be the preferred choice for health, leisure, and routine daily living activities.

People should be supported to participate in many varied activities, according to their interests. When the number of options is limited by the location or size of the community, the type and variety of participation should match that of other citizens in the community.

Training and supports are provided to enable people to actively join and share in community life. Supports and training reflect individual differences concerning the nature, duration and frequency of community participation.

VALUES:

- People decide the extent and type of their own participation.
- Variance in the amount and type of community participation through activities and services is based on personal choice and preference.
- The less experience a person has with life in the community, the more likely he or she is to need support and opportunities to try different activities.

8. PEOPLE PARTICIPATE IN THE LIFE OF THE COMMUNITY

OUTCOME INFORMATION GATHERING

The following is intended as a guide for gathering information from the person and other sources in order to determine whether the outcome is present for the person. The specific activities and some of the questions may need to be modified to accommodate the person's personal preferences and to assist the person to understand the type of information needed.

INTERVIEW THE PERSON:

During the interview with the person, ask the person about the kinds of things he or she does in the community.

Suggested Questions for the Person:

- *What kinds of things do you do in the community (e.g., shop, bank, go to the doctor and dentist)?*
- *Where do you go for recreation or leisure activities?*
- *Is there anything you'd like to do in the community that you don't do now? What do you need to make this happen?*

INTERVIEW PEOPLE WHO KNOW THE PERSON BEST:

Plan follow up discussions with the people who know the person best to clarify information and find out about supports provided to assist the person.

Suggested Questions for those who know the person best::

- *How do you determine what the person would like to do in the community?*
- *How is the person encouraged and assisted to use a broad variety of community resources?*
- *Is training provided if the person needs it? (Training could include using transportation, social skills, banking skills.)*
- *Is support provided if the person needs it? (Support could include transportation, being accompanied to activities and events, advocacy activities.)*

OBSERVE INTERACTIONS AND ENVIRONMENTS:

Note the type of support and options for participation in community activities provided during the flow of the person's day.

CHECK THE PERSON'S RECORD OR OTHER PROGRAM DOCUMENTATION:

Look at the person's record if there is any concern about the person's skill or experience in using community resources to assess support provided for the person.

8. PEOPLE PARTICIPATE IN THE LIFE OF THE COMMUNITY

OUTCOME DECISION MAKING

Based on the information gathered from meeting and talking with the person, interviews with members of the person's formal and informal support network, observations and a review of the record if needed, please answer the following questions about the person's participation in the life of the community:

OUTCOME QUESTIONS:

8.1 What does the person do when he or she participates in the life of the community?

8.2 How often does the person participate in the life of the community?

8.3 Is this type and frequency of participation satisfactory to the person?

8.4 If the answer to 8.3 is yes, then *the Outcome is present.*

ORGANIZATIONAL PROCESS QUESTIONS:

8.A Has the organization designed and initiated a process that enables (or will enable) the person to overcome barriers to participating in the life of the community?

8.B If the answer is yes, what is the organizational process that enables (or will enable) the person to overcome barriers to participating in the life of the community?

SPECIAL CONSIDERATIONS:

☐ If the person is aware of the options available to all others in the community and his or her opportunities to participate in the life of the community are limited only by the size and location of the community, then the outcome is present.

☐ The outcome is present when there is physical presence and engagement in community activities, regardless of who is part of the activity.

☐ If the person cannot express satisfaction with his or her participation in the community, then the method to address the situation must be specific to the person.

☐ The person does not have to participate in integrated work or educational settings to achieve this outcome.

9. PEOPLE INTERACT WITH OTHER MEMBERS OF THE COMMUNITY

People interact in the community with other people outside of the service network -- people who are not staff of the organization and people who do not have disabilities.

Physical integration and participation in the community results in meaningful interaction with other people.

The development of a full social network requires that people have the opportunity for social contact with people who do not have disabilities and with people who are not paid to be with them. There should be opportunity to spend time with people in the community who are not affiliated with the service organization. These opportunities may occur at work, during leisure activity, or in the person's home. The organization should seek to facilitate these contacts in ways that are consistent with the person's preferences or requests. Service activities should be designed so that contact is not limited. A broad array of opportunities should always be available, unless the person specifically requests otherwise.

VALUES:

- People without disabilities have contact with a broad range of other people during daily activities and people with disabilities should have the same opportunity.
- People have opportunities to meet people outside of the service or support organization and to spend time with them.
- People have the opportunity, freedom and support to define what level of contact they want for themselves. There is no predetermined level of interaction expected.
- Services are provided so that contacts are facilitated. Services are not provided in a fashion that limits opportunity to have contact with others.
- People with limited or no prior experiences in meeting others have the opportunities and support they need to meet and interact with others.

9. PEOPLE INTERACT WITH OTHER MEMBERS OF THE COMMUNITY

OUTCOME INFORMATION GATHERING

The following is intended as a guide for gathering information from the person and other sources in order to determine whether the outcome is present for the person. The specific activities and some of the questions may need to be modified to accommodate the person's personal preferences and to assist the person to understand the type of information needed.

INTERVIEW THE PERSON:

During the interview with the person, ask about the number and type of interactions that the person has with people who do not work for or receive services from the organization.

Suggested Questions for the Person:

- *With whom do you spend most of your time?*
- *How often do you have the opportunity to spend time with people other than staff or other people with disabilities?*
- *What social contact is involved in your work?*
- *Do you enjoy meeting new people?*

INTERVIEW PEOPLE WHO KNOW THE PERSON BEST:

Plan follow up discussions with the people who know the person best to clarify information, if needed, and find out about supports provided to assist the person.

Suggested Questions for those who know the person best:

- *Do you know if the person spends time with people not affiliated with the organization?*
- *How do you know that the person's current situation is satisfactory to him or her?*
- *Is there anything the person needs to support current relationships or develop new ones?*
- *What is the person's preference? Does the person like meeting people and being around others?*

OBSERVE INTERACTIONS AND ENVIRONMENTS:

Note any opportunities that are offered to the person to engage in interactions with people outside the service environment in the normal flow of the person's day.

CHECK THE PERSON'S RECORD OR OTHER PROGRAM DOCUMENTATION:

If the person has limited interaction with others, review the person's assessment and individual plan to see how support to expand interactions is addressed for the person.

9. PEOPLE INTERACT WITH OTHER MEMBERS OF THE COMMUNITY

OUTCOME DECISION MAKING

Based on the information gathered from meeting and talking with the person, interviews with members of the person's formal and informal support network, observations and a review of the record if needed, please answer the following questions about the person's interaction with others in the community:

OUTCOME QUESTIONS:

9.1 With whom does the person interact?

9.2 Are any of these people not affiliated with the organization?

9.3 If the answer to 9.2 is yes, *the Outcome is present.*

9.4 If the answer to 9.2 is no, is this based on personal choice?

9.5 If the answer to 9.4 is yes, *the Outcome is present.*

ORGANIZATIONAL PROCESS QUESTIONS:

9.A Has the organization designed and initiated a process that enables (or will enable) the person to overcome barriers to interacting with others in the community?

9.B If the answer is yes, what is the organizational process that enables (or will enable) the person to overcome barriers to interacting with others in the community?

SPECIAL CONSIDERATIONS:

- ☐ If the person cannot directly meet others or express his or her choice, then many opportunities to spend time with others should be available.
- ☐ There must be direct social contact between people for this outcome to be considered present.
- ☐ Social contacts that occur during work or other supported activities are considered for this outcome.
- ☐ Family members can be considered *others* with regard to this outcome, if family members enable the person to have many contacts with other members of the community.

10. PEOPLE PERFORM DIFFERENT SOCIAL ROLES

People are supported to carry out responsibilities and activities associated with different social roles.

A role is a socially expected pattern of behaviors. This pattern of behavior is similar to a part played by actors. The individual actor in a part in a play may change from night to night, but the audience expects a similar performance. In a similar manner, we expect a distinct pattern of behavior from a congressman, a different pattern from the dentist, and another different role pattern from a scientist.

Roles are given various levels of status by society. Most people would not want to play the role of a convict, a patient or a debtor. Valued roles are those of a priest or rabbi, an architect, or a quarterback. The ability, opportunity and supports to play valued social roles enable people to change and increase their status. People increase their status when they fulfill the roles of team athlete, church member or county arts council volunteer.

The roles we fill in life (child, parent, spouse, worker, volunteer, etc.) express what is important to us and define our expectations for ourselves. The opportunity to choose from a variety of role options helps each person express his or her unique qualities.

People with disabilities may experience difficulty in assuming some roles due to the specific challenges with which they live. The service process should assist people to overcome barriers by providing access to opportunity, information, technology, and skill development.

VALUES:

- Typical people fill different social roles. People with disabilities should have the same opportunities to experience and perform different roles in their communities.

- When people are perceived as capable of filling different social roles, they are more likely to be treated as valued people.

- People decide which social roles they would like to perform.

- A broad array of role options is available.

- Often, due to real disability and perceived limitations, people lack opportunity to fill various social roles. Supports are provided to assist people to learn additional skills and behaviors necessary for filling additional social roles.

10. PEOPLE PERFORM DIFFERENT SOCIAL ROLES

OUTCOME INFORMATION GATHERING

The following is intended as a guide for gathering information from the person and other sources in order to determine whether the outcome is present for the person. The specific activities and some of the questions may need to be modified to accommodate the person's personal preferences and to assist the person to understand the type of information needed.

INTERVIEW THE PERSON:

During the interview with the person, ask about the different roles he or she fills.

Suggested Questions for the Person:

- *What kinds of responsibilities do you have in your neighborhood or community (e.g., neighborhood watch, civic groups, social clubs)?*
- *Are you involved in activities with the people you live with?*
- *Do you stay involved with your family?*
- *What do you do with/for your fellow workers?*

INTERVIEW PEOPLE WHO KNOW THE PERSON BEST:

Plan follow up discussions with the people who know the person best to clarify information if needed and find out about supports provided to assist the person.

Suggested Questions for those who know the person best:

- *How do you define the social roles the person performs?*
- *Do you know what social roles the person would like to perform?*
- *What supports are provided to assist the person?*
- *What roles do you see the person having the potential to perform?*

OBSERVE INTERACTIONS AND ENVIRONMENTS:

If limited information about roles is provided, look at the different interactions and responsibilities the person has during time spent with the person in various environments and activities.

CHECK THE PERSON'S RECORD OR OTHER PROGRAM DOCUMENTATION:

Review the person's assessment information and individual plan to see what options have been considered, if the person performs limited roles and no supports are provided.

10. PEOPLE PERFORM DIFFERENT SOCIAL ROLES

OUTCOME DECISION MAKING

Based on the information gathered from meeting and talking with the person, interviews with members of the person's formal and informal support network, observations and a review of the record if needed, please answer the following questions about the person's social roles:

OUTCOME QUESTIONS:

10.1 What social roles does the person fill?

10.2 Does the person fill a variety of social roles?

10.3 If the answer to 10.2 is yes, *the Outcome is present.*

10.4 If the answer to 10.2 is no, is the limited number of social roles the result of a personal decision?

10.5 If this is due to personal choice, *the Outcome is present.*

ORGANIZATIONAL PROCESS QUESTIONS:

10.A Has the organization designed and initiated a process that enables (or will enable) the person to overcome barriers to performing different social roles?

10.B If the answer is yes, what is the organizational process that enables (or will enable) the person to overcome barriers to performing different social roles?

SPECIAL CONSIDERATIONS:

☐ The person must be acknowledged and recognized in the particular social role and supported to assume all aspects and responsibilities that typically accompany that role, if the outcome is to be considered present.

☐ The method to address the limitation in social roles for the person must be individualized for the person.

☐ A greater range of type and complexity of social roles is expected of people who have greater capabilities and supports.

11. PEOPLE HAVE FRIENDS

People have voluntary relationships with other people that provide emotional support and enjoyment.

Personal relationships bring variety and richness to the lives of many people. Friends are neighbors, co-workers, and peers who provide love, acceptance, validation, support and emotional closeness. Friends can be a significant source of comfort and support during difficult times. They bring us companionship and share our joy in the best of times.

If people have existing friendships, services do not interfere or limit those relationships in any way. Service planning with a person should include a discussion of what can be done to support the continuation and expansion of friendships. If people do not have established relationships, the service process should provide opportunities for people to meet others with whom they may form friendships.

People are not required to have friends, but service support is expected to provide social opportunities for people to develop and maintain friendships. Service delivery should reflect respect for individual preferences in social activities and positive expectations for the potential development of friendships.

VALUES:

- For youth, adolescents and adults, social relationships beyond the family are essential.
- The organization supports people in forming and maintaining friendships with neighbors, co-workers and peers, including people who do not have disabilities.
- People receive training or support to form and nurture friendships and to protect themselves from exploitation.
- Support is provided through training or assistance, such as transportation for visits or help with written communications and telephone calls.

11. PEOPLE HAVE FRIENDS

OUTCOME INFORMATION GATHERING

The following is intended as a guide for gathering information from the person and other sources in order to determine whether the outcome is present for the person. The specific activities and some of the questions may need to be modified to accommodate the person's personal preferences and to assist the person to understand the type of information needed.

INTERVIEW THE PERSON:

During the interview with the person, ask about the people the person considers friends.

Suggested Questions for the Person:

- *Whom do you consider to be a friend?*
- *Do you keep in contact with these people?*
- *What kinds of things do you do with your friends? How often?*
- *Do you need any assistance to make or maintain friendships?*

INTERVIEW PEOPLE WHO KNOW THE PERSON BEST:

Plan follow up discussions with the people who know the person best to clarify information and to find out about supports available to assist the person.

Suggested Questions for those who know the person best:

- *Do you know who the person's friends are?*
- *If the person does not have friends, why not?*
- *If the person has difficulty with friendships, have you identified a reason?*
- *What are you doing to support the person's friendships? (e.g., social skills training, introductions to people of similar interests, transportation, communications, planning)*

OBSERVE INTERACTIONS AND ENVIRONMENTS:

Note the presence of pictures, letters, gifts or other items that are often shared between friends.

CHECK THE PERSON'S RECORD OR OTHER PROGRAM DOCUMENTATION:

If the person has difficulty with friendships, review the assessment information and individual plan to see how this is addressed.

11. PEOPLE HAVE FRIENDS

OUTCOME DECISION MAKING

Based on the information gathered from meeting and talking with the person, interviews with members of the person's formal and informal support network, observations and a review of the record if needed, please answer the following questions about the person's friendships:

OUTCOME QUESTIONS:

11.1 Does the person have friends?

11.2 Does the person need supports to maintain friendships? If supports are not needed, *the Outcome is present.*

11.3 If the answer to 11.2 is yes, are supports provided?

11.4 If supports are provided, *the Outcome is present.*

11.5 If the person has no friends, is this due to personal choice?

11.6 If this is due to personal choice, *the Outcome is present.*

ORGANIZATIONAL PROCESS QUESTIONS:

11.A Has the organization designed and initiated a process that enables (or will enable) the person to overcome barriers to having and maintaining friendships?

11.B If the answer is yes, what is the organizational process that enables (or will enable) the person to overcome barriers to having and maintaining friendships?

SPECIAL CONSIDERATIONS:

☐ If the person has no prior experience with friendships or has not expressed a clear choice in making friendships, then support to make friends must be provided if the outcome is to be considered present.

☐ The method to address the barriers to making friends must be individualized for the person.

☐ Friends are people apart from and in addition to family members.

12. PEOPLE REMAIN CONNECTED TO NATURAL SUPPORT NETWORKS

People are supported to maintain relationships with their family members and other persons who are significant to them.

Natural support networks are groups of people whose commitment to support each other is linked to the family and other longstanding personal ties. Natural support networks cannot be created. They can only be nurtured as they evolve over time. Natural support includes family (such as parents, spouses, siblings, aunts, uncles, grandparents and foster/adoptive parents) and very close friends.

Most people have a natural support network. Differences are usually seen in how closely connected people remain and how functional and supportive those networks are. The type and extent of these relationships at any particular time are usually determined by each person.

Service organizations and staff should seek to facilitate the continuation of existing connections and stimulate potential connections, whenever possible. Supports that facilitate connections can be short and informal or extensive and formalized. These include phones, adapters, adaptive communication devices, personal care assistants, transportation, etc. Specific care should be taken not to disrupt or limit these connections. Family relationships should always be encouraged, unless the person specifically requests otherwise.

VALUES:

- Organizations facilitate continuity in existing networks and then build the capacity of potential support networks, consistent with the choices and preferences of people.
- Organizations provide, or assist people to access, the supports that will enable them to maintain connections to support networks.
- People who may have lost contact with family members receive assistance in re-establishing communication and developing their natural support network.

12. PEOPLE REMAIN CONNECTED TO NATURAL SUPPORT NETWORKS

OUTCOME INFORMATION GATHERING

The following is intended as a guide for gathering information from the person and other sources in order to determine whether the outcome is present for the person. The specific activities and some of the questions may need to be modified to accommodate the person's personal preferences and to assist the person to understand the type of information needed.

INTERVIEW THE PERSON:

During the interview with the person, ask about the person's contact with his or her personal support network.

Suggested Questions for the Person:

- *Do you have family members and/or close personal friends?*
- *Do you stay in contact with them?*
- *Is this frequent enough for you?*
- *Would you like to have more contact with these people?*
- *What prevents you from being in touch with them more often?*

INTERVIEW PEOPLE WHO KNOW THE PERSON BEST:

Plan follow up discussions with the people who know the person best to clarify information if needed and find out about support provided to the person.

Suggested Questions for those who know the person best:

- *Do you know who comprises the person's natural support network?*
- *Do you know if the person is satisfied with his or her contact with these people?*
- *What assistance is provided to maintain the person's contact with his or her family and others who provide personal support?*

OBSERVE INTERACTIONS AND ENVIRONMENTS:

People in the person's support network may be included as part of the interview process if they are geographically close and have ongoing involvement with the person. The person should be offered the option to have these people included, if desired.

CHECK THE PERSON'S RECORD OR OTHER PROGRAM DOCUMENTATION:

Review the person's assessment information and individual plan, if the person is not connected with a personal support network or is dissatisfied with the type and frequency of contact.

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12. PEOPLE REMAIN CONNECTED TO NATURAL SUPPORT NETWORKS

OUTCOME DECISION MAKING

Based on the information gathered from meeting and talking with the person, interviews with members of the person's formal and informal support network, observations and a review of the record if needed, please answer the following questions about the person's natural support network:

OUTCOME QUESTIONS:

12.1 Does the person have a natural support network?

12.2 If the answer to 12.1 is yes, what contact does the person have with people in the network?

12.3 Is this contact satisfactory to the person? If yes, *the Outcome is present.*

12.4 If the person does not have a natural support network, is this due to personal choice or due to natural circumstances?

12.5 If the answer to 12.4 is yes, *the Outcome is present.*

ORGANIZATIONAL PROCESS QUESTIONS:

12.A Has the organization designed and initiated a process that enables (or will enable) the person to overcome barriers to remaining connected to his or her natural support network?

12.B If the answer is yes, what is the organizational process that enables (or will enable) the person to overcome barriers to remaining connected to his or her natural support network?

SPECIAL CONSIDERATIONS:

☐ If the extent and frequency of contact with family members is decided by the person in conjunction with those family members, then the outcome is present.

☐ If the person has no natural support network with which to be connected, then the outcome is present.

13. PEOPLE HAVE INTIMATE RELATIONSHIPS

People's personal desires for intimacy with others is respected and supported.

People with disabilities, regardless of their need for support services, should have the choice and opportunity for developing close personal relationships. Their options should match what is available to people without disabilities. Services should not prohibit or present barriers to the development of personal relationships.

One definition of intimacy is sharing things with another person that you would not share with other close friends. Intimacy in relationships includes intellectual, emotional and sexual aspects. In some intimate relationships, the sharing takes place at the social and emotional level. People care and feel deeply about each other. In other intimate relationships, the sharing can consist of thoughtful discussions of major life events and transitions. Intimate relationships are characterized by people's commitment to and confidence in each other and the lack of emotional and social rejection.

Sometimes intimate relationships result in physical affection and sexuality. Intimacy should not be confused with casual sexual relationships, even though the term "intimate" is often used to mean sexual contact in today's society.

The role of the service organization is to assist the person in making choices, arranging and accessing opportunities. This may mean providing assistance with gathering information, finding and using transportation, or making decisions. People are not required to have intimate relationships, but services should not prevent people from pursuing those relationships, unless there is a specific concern for the safety or exploitation of the person.

VALUES:

- People define their own personal relationships and types of intimacy.
- The organization supports people in forming intimate relationships with others.
- For people who can and do make these decisions for themselves, any services provided should be by their request.
- People have the right to develop and express their sexuality.
- Each person is responsible for his or her relationships and sexuality. No person can dominate or exploit another.
- People who lack experience with, or knowledge about, intimate relationships and sexuality receive training and support in expressing intimacy and sexuality.

13. PEOPLE HAVE INTIMATE RELATIONSHIPS

OUTCOME INFORMATION GATHERING

The following is intended as a guide for gathering information from the person and other sources in order to determine whether the outcome is present for the person. The specific activities and some of the questions may need to be modified to accommodate the person's personal preferences and to assist the person to understand the type of information needed.

INTERVIEW THE PERSON:

During the interview with the person, ask about personal satisfaction with intimate relationships.

Suggested Questions for the Person:

- *Do you have a person with whom you have an intimate relationship?*
- *Do you hope this relationship will develop and deepen over time?*
- *Are you being supported and respected in your choices for intimacy?*

INTERVIEW PEOPLE WHO KNOW THE PERSON BEST:

Plan follow up discussions with the people who know the person best to clarify information needed and find out about support provided to the person.

Suggested Questions for those who know the person best:

- *How do you support the person's choices for intimate relationships?*
- *Do you know if the person and his or her close friends are able to meet when and where they want to?*
- *If not, why not? What is being done about it?*
- *If the person does not have intimacy with anyone, do you know why?*
- *Is there anything you are doing to assist the person?*

CHECK THE PERSON'S RECORD OR OTHER PROGRAM DOCUMENTATION:

If the person would like to have intimate relationships and does not, review the assessment information and individual plan to see how this is addressed.

OBSERVE INTERACTIONS AND ENVIRONMENTS:

Not applicable to this outcome.

13. PEOPLE HAVE INTIMATE RELATIONSHIPS

OUTCOME DECISION MAKING

Based on the information gathered from meeting and talking with the person, interviews with members of the person's formal and informal support network, observations and a review of the record if needed, please answer the following questions about the person's intimate relationships:

OUTCOME QUESTIONS:

13.1 Does the person have intimate relationships with other people?

13.2 If the answer to 13.1 is yes, *the Outcome is present.*

13.3 If the answer to 13.1 is no, is this due to personal choice?

13.4 If this is due to personal choice, *the Outcome is present.*

ORGANIZATIONAL PROCESS QUESTIONS:

13.A Has the organization designed and initiated a process that enables (or will enable) the person to overcome barriers to having intimate relationships?

13.B If the answer is yes, what is the organizational process that enables (or will enable) the person to overcome barriers to having intimate relationships?

SPECIAL CONSIDERATIONS:

☐ If the person has not indicated a desire for intimate relationships in any way (including behavioral and verbal) and if assessments have been done and supports are available, then the outcome can be considered to be present.

☐ Family members can meet the person's needs for intimacy.

☐ For infants and children, the primary forms of intimacy are with parents or surrogate parents. Intimacy develops around a physical, emotional and social relationship.

☐ Adolescents and young adults begin to experience intimacy in terms of a physical, emotional, social, intellectual, and sexual relationship.

14. PEOPLE EXERCISE RIGHTS

People with disabilities exercise the same rights as all other citizens. People identify which rights are most important to them and organizations assist each person to fully exercise his or her rights.

While all rights are important, some rights may have special importance for a given person. A person may be concerned about external barriers to the exercise of rights or personal characteristics that may make the exercise of those rights difficult. For example, if you know how to vote, are registered, and have transportation to and from the polling site, you are unlikely to be very concerned about your voting rights. But if you cannot register because you don't know where to go or how to vote when you get there, your concern would increase.

People with limited experience or knowledge about exercising their rights receive the training and support they need in order to make choices and exercise rights. Assistance to help people exercise rights includes a concurrent emphasis on the responsibilities that accompany rights. People should demonstrate respect for the rights of others as they assert and exercise their individual rights. Assistance to help people learn about individual freedom and rights of others should be part of the service process.

VALUES:

- People with disabilities have the same rights as all other citizens. These rights are protected in the Constitution, Federal and state statute, and case law.
- The exercise of rights is a function of personal choice. People may decide not to exercise certain rights, such as voting or free speech, at certain times.
- The exercise of all rights is not limited when a person has a guardian.

14. PEOPLE EXERCISE RIGHTS

OUTCOME INFORMATION GATHERING

The following is intended as a guide for gathering information from the person and other sources in order to determine whether the outcome is present for the person. The specific activities and some of the questions may need to be modified to accommodate the person's personal preferences and to assist the person to understand the type of information needed.

INTERVIEW THE PERSON:

During the interview with the person, ask about what rights the person exercises as well as his or her knowledge about rights.

Suggested Questions for the Person:

- *Do you know what your rights are?*
- *What rights are most important to you?*
- *Are you able to exercise your rights without difficulty?*
- *Do you have access to information about your rights as a citizen? as a service recipient?*

INTERVIEW PEOPLE WHO KNOW THE PERSON BEST:

Plan follow up discussions with the people who know the person best to clarify information and to find out about the supports available to assist the person in exercising rights.

Suggested Questions for those who know the person best:

- *What rights does the person exercise?*
- *What are you doing to support the person to exercise his or her rights?*
- *How is the person informed of his or her rights?*
- *How is it determined what rights the person can and wants to exercise?*
- *If any rights are not exercised, what training and support is being provided?*

OBSERVE INTERACTIONS AND ENVIRONMENTS:

Make note of any rules or limitations placed on the exercise of individual rights during time spent with people in various environments.

CHECK THE PERSON'S RECORD OR OTHER PROGRAM DOCUMENTATION:

Review the person's assessment information and individual plan, if it is not clear how the person is informed about rights and supported to exercise rights.

14. PEOPLE EXERCISE RIGHTS

OUTCOME DECISION MAKING

Based on the information gathered from meeting and talking with the person, interviews with members of the person's formal and informal support network, observations and a review of the record if needed, please answer the following questions about the person's exercise of rights:

OUTCOME QUESTIONS:

14.1 What rights does the person exercise?

14.2 Is the person free to exercise all of his or her rights?

14.3 If the answer to 14.2 is yes, *the Outcome is present.*

14.4 Are there any rights that are not exercised?

14.5 If the answer to 14.4 is yes, why is the right not exercised?

14.6 If the right is not exercised because of personal choice, *the Outcome is present.*

ORGANIZATIONAL PROCESS QUESTIONS:

14.A Has the organization designed and initiated a process that enables (or will enable) the person to overcome barriers to the exercise of his or her rights?

14.B If the answer is yes, what is the organizational process that enables (or will enable) the person to overcome barriers to the exercise of his or her rights?

SPECIAL CONSIDERATIONS:

☐ If a right is not currently exercised for reasons of personal choice, but the organization acknowledges and encourages the exercise of rights on an individualized basis, then the outcome is present.

☐ If rights are not exercised for any reason other than personal choice, then the outcome is **not** present.

☐ If limitations are imposed for any reason, then the outcome is **not** present.

☐ Children are not necessarily accorded the same range of rights as those given to adults.

15. PEOPLE ARE AFFORDED DUE PROCESS IF RIGHTS ARE LIMITED

Some methods used to assist and support people with disabilities may place limitations on a person's exercise of rights. Any restriction of rights should be a temporary measure, unless it is a result of legal action. The service process should always seek to reduce the amount and severity of restriction by assisting people to increase personal abilities and by providing support services.

Due process is defined as the guaranteed opportunity to protest, to be heard, to be informed, to give consent, and to have the determination to restrict rights made by an impartial party. The concept of due process is intended to protect people from exploitation or undue restriction of rights. The legal system is the most common example of due process.

Limitations requiring due process include, but are not limited to, those affecting the rights to least restrictive training and treatment alternatives, freedom of movement, communication, and access to personal possessions.

A commitment to due process requires that people are always informed as to what to expect from a restriction of rights and that they give consent for any restrictions or procedures. A limitation in rights does not mean that the person chose not to exercise a right. Service organizations are also required to establish additional safeguards, such as reviews by a human rights committee.

VALUES:

- Due process is provided when limitations are imposed upon a person.
- Rights limitations cannot be imposed without legally adequate consent and approval by a human rights committee.
- If limitations are imposed, the organization provides supports and services to restore rights.
- If restrictions are imposed through programmatic decisions, policy or practice, plans to remove the restriction are implemented.

15. PEOPLE ARE AFFORDED DUE PROCESS IF RIGHTS ARE LIMITED

OUTCOME INFORMATION GATHERING:

The following is intended as a guide for gathering information from the person and other sources in order to determine whether the outcome is present for the person. The specific activities and some of the questions may need to be modified to accommodate the person's personal preferences and to assist the person to understand the type of information needed.

INTERVIEW THE PERSON:

During the interview with the person, ask about any responses and observations that may indicate that any rights are limited.

Suggested Questions for the Person:

- *What is the reason for the limitation on your _________ ?*
- *Did you request assistance in this area?*
- *Did you agree to this limitation?*
- *What is being done to change the situation?*

INTERVIEW PEOPLE WHO KNOW THE PERSON BEST:

Plan follow up discussions with the people who know the person best to clarify information and to find out about the due process provided for the person.

Suggested Questions for those who know the person best:

- *Have any rights limitations been imposed on this person?*
- *What is the reason for the limitation? Individual need? Staff practice? Organization policy? Team action?*
- *Who consented to the limitation?*
- *Who reviewed the rights limitation?*
- *Is there a plan in place to remove the limitation? (Training? Support? Change in policy or practice?)*

OBSERVE INTERACTIONS AND ENVIRONMENTS:

Observe for interactions between staff and the person to assist the person in learning to exercise his or her rights responsibly during time with the person in various environments.

CHECK THE PERSON'S RECORD OR OTHER PROGRAM DOCUMENTATION:

Review the person's assessment information and individual plan when restrictions exist to verify the specific issue or problem related to rights. Also review Human Rights Committee minutes and written consents.

15. PEOPLE ARE AFFORDED DUE PROCESS IF RIGHTS ARE LIMITED

OUTCOME DECISION MAKING

Based on the information gathered from meeting and talking with the person, interviews with members of the person's formal and informal support network, observations and a review of the record if needed, please answer the following questions about any limitations of the person's rights:

OUTCOME QUESTIONS:

15.1 What rights are limited?

15.2 If none, *the Outcome is present.*

15.3 If there are limitations, was due process provided?

15.4 If the answer to 15.3 is yes, *the Outcome is present.*

ORGANIZATIONAL PROCESS QUESTIONS:

15.A Has the organization designed and initiated a process that enables (or will enable) the person to overcome barriers to due process?

15.B If the answer is yes, what is the organizational process that enables (or will enable) the person to overcome barriers to due process?

SPECIAL CONSIDERATIONS:

☐ If there has been no limitation of rights, then the outcome is present.

☐ If the person's rights are restricted by a service organization without acknowledgement by a duly constituted and functioning Human Rights Committee, then the outcome is not present.

☐ Intervention and action by the legal system is considered a form of due process for rights limitations.

16. PEOPLE ARE FREE FROM ABUSE AND NEGLECT

Treating people with dignity and respect requires that people are free from abuse and neglect. Actions and practices that may constitute abuse and neglect need to be functionally defined and understood by all staff. Abuse includes verbal, physical, sexual and psychological aspects. Neglect occurs in areas such as lack of basic sustenance (food, clothing, shelter, etc.), failure to provide needed services, and failure to provide or maintain necessary adaptive equipment. Staff should demonstrate sensitivity to the needs and experiences of people with disabilities, in all aspects of the service process.

The organization defines and expressly prohibits abuse and neglect. The organization implements policies and procedures for initiating intervention and investigation in all cases of neglect or abuse alleged to have occurred, within or outside of the organization.

The organization develops a program of prevention that is designed to eliminate all forms of abuse and neglect. This includes staff screenings, training and education for staff on methods for impulse and anger control, and training for people with disabilities in recognizing and reporting all forms of abuse and neglect. The organization takes action in individual situations, if safeguards against abuse fail.

VALUES:

- People deserve the physical and psychological freedom from all forms of abuse and neglect.
- Allegations of abuse and neglect are addressed from the perspective of the service or support organization, another person, or an organization or individual apart from the service organization.

16. PEOPLE ARE FREE FROM ABUSE AND NEGLECT

OUTCOME INFORMATION GATHERING

The following is intended as a guide for gathering information from the person and other sources in order to determine whether the outcome is present for the person. The specific activities and some of the questions may need to be modified to accommodate the person's personal preferences and to assist the person to understand the type of information needed.

INTERVIEW THE PERSON:

During the interview with the person, ask how he or she is treated by other people and his or her knowledge about protections from abuse and neglect.

Suggested Questions for the Person:

- *Have you had any complaints about how you are treated by those with whom you live or those who work with you?*
- *If so, to whom did you report those complaints? What was done about your complaints?*
- *If not, to whom would you report complaints if you needed to?*

INTERVIEW PEOPLE WHO KNOW THE PERSON BEST:

Plan follow up discussions with the people who know the person best to clarify information and follow up on any specific concerns expressed by the person.

Suggested Questions for those who know the person best:

- *Has the person ever reported concerns about how he or she was treated by others?*
- *If so, to whom were those complaints reported?*
- *What was done about the complaints?*
- *If allegations were substantiated, what action was taken?*
- *What is the area of greatest risk for this person?*
- *What activities/practices are in place to prevent abuse and neglect?*
- *What is done to train people to recognize abuse and neglect?*

OBSERVE INTERACTIONS AND ENVIRONMENTS:

Spend time with the person in various environments and observe interactions among those providing support and people served.

CHECK THE PERSON'S RECORD OR OTHER PROGRAM DOCUMENTATION:

If allegations of abuse or neglect have been made, review reports of investigations and follow-up actions. Also review policy information to ensure that proper process was followed.

16. PEOPLE ARE FREE FROM ABUSE AND NEGLECT

OUTCOME DECISION MAKING

Based on the information gathered from meeting and talking with the person, interviews with members of the person's formal and informal support network, observations and a review of the record if needed, please answer the following questions about the person's freedom from abuse and neglect:

OUTCOME QUESTIONS:

16.1 Have there been any allegations of abuse or neglect by or on behalf of the person?

16.2 If there were no allegations of abuse and neglect, *the Outcome is present.*

16.3 If there were allegations of abuse and neglect, were they reported and investigated according to the organization's policy and procedure?

16.4 Were the allegations found not true?

16.5 If the answer to 16.4 is yes, *the Outcome is present.*

ORGANIZATIONAL PROCESS QUESTIONS:

16.A Has the organization designed and initiated a process that enables (or will enable) the person to overcome barriers to being free from abuse and neglect?

16.B If the answer is yes, what is the organizational process that enables (or will enable) the person to overcome barriers to being free from abuse and neglect?

SPECIAL CONSIDERATIONS:

☐ A method to correct a situation of abuse and neglect of a person must include provision of support necessary for the person to cope with the situation and take legal action, if that is warranted.

17. PEOPLE ARE RESPECTED

People with disabilities are treated with respect and dignity.

Everything we do, say and provide to people makes a statement about their perceived importance. People with disabilities deserve to be treated with respect and dignity. Respect is demonstrated through interactions between people. Interactions that promote respect do not draw undue attention to a person's disability or differences. Methods of support should emphasize and capitalize on the person's capabilities and respond to the person's needs with the same promptness and urgency that other people would expect. When people are respected and ask for assistance, they expect to receive an intense and meaningful response.

In order to promote personal dignity and respect, supports and services reflect concern for enhancing the status and competency of the people served. The opinions and preferences of people served are included in the planning and decision making process. People are challenged by the service activities and allowed opportunities to try new things.

Respect is reflected in everything that occurs in a service relationship. References to and interactions with a person with a disability are as enhancing as possible for the person. Patterns of interaction reflect what is typically expected for most people. Expectations for achievement are high and service supports are not intrusive or demeaning. There is significant concern for each person's feelings, and avoidance of anything that might cause the person any personal, physical or social discomfort.

VALUES:

- People with disabilities are always treated as people first.
- The behavior of staff reflects sensitivity to the needs of people for privacy and dignity. Confidentiality and normal sensibility are exercised when speaking about people. Undignified displays, exhibitions or exposure of people do not occur.
- People have access to the materials and supports that will assist them in gaining competencies, increasing task efficiency and participating fully in preferred activities.

17. PEOPLE ARE RESPECTED

OUTCOME INFORMATION GATHERING

The following is intended as a guide for gathering information from the person and other sources in order to determine whether the outcome is present for the person. The specific activities and some of the questions may need to be modified to accommodate the person's personal preferences and to assist the person to understand the type of information needed.

INTERVIEW THE PERSON:

During the interview with the person, ask about the person's interactions and relationships with others.

Suggested Questions for the Person:

- *Are you addressed by your name?*
- *Do people talk about you in your presence?*
- *Do you think people value your opinion and input?*
- *Are the activities you participate in challenging and interesting?*
- *Do these activities make efficient use of your time?*
- *Do people listen to your comments and concerns?*
- *Do you think people treat you as important?*

INTERVIEW PEOPLE WHO KNOW THE PERSON BEST:

Plan follow up discussions with the people who know the person best to clarify information.

Suggested Questions for those who know the person best:

- *How were supports and activities selected for this person?*
- *What benefits will these provide for this person?*
- *Has the person made progress? If no, why not?*
- *What has been done to personalize the activities to the person?*
- *Is the person involved in all decisions affecting his or her life?*

OBSERVE INTERACTIONS AND ENVIRONMENTS:

Observe the interactions and relationships between the person and others during various activities in all settings.

CHECK THE PERSON'S RECORD OR OTHER PROGRAM DOCUMENTATION:

Check the person's schedule of activities, if concern is expressed about the challenge and relevance of activities for the person.

17. PEOPLE ARE RESPECTED

OUTCOME DECISION MAKING

Based on the information gathered from meeting and talking with the person, interviews with members of the person's formal and informal support network, observations and a review of the record if needed, please answer the following questions about how the person is treated:

OUTCOME QUESTIONS:

17.1 How is the person treated by others?

17.2 Does this treatment demonstrate respect for the person?

17.3 Do all staff interactions and service practices reflect concern for the person's opinions, feelings and preferences?

17.4 If the answers 17.2 and 17.3 are yes, *the Outcome is present.*

ORGANIZATIONAL PROCESS QUESTIONS:

17.A Has the organization designed and initiated a process that enables (or will enable) the person to overcome barriers to respectful treatment?

17.B If the answer is yes, what is the organizational process that enables (or will enable) the person to overcome barriers to respectful treatment?

SPECIAL CONSIDERATIONS:

18. PEOPLE HAVE TIME, SPACE AND OPPORTUNITY FOR PRIVACY

Privacy is a critical variable in the lives of all people. People define their own needs for privacy and supports or services maintain that privacy.

Privacy is not an absolute value. Each person may not have access to privacy at the same time, due to numbers of people and the physical setting. For example, it might be reasonable to wait to take a shower, if you live with two other people in an apartment with one bathroom. However, it would not be reasonable to shower only three times a week because there were so few shower facilities.

In addition, privacy is more important for some people than others. Thus, some people might not mind sharing a one-bedroom apartment. Another person, however, might value privacy above other interests and choose to live alone.

Each person has different requirements for privacy. Service and support organizations should be responsive to those individual requirements.

VALUES:

- All people need a place to be by themselves at some time during their daily routine.
- A person's behavior during private time is private.
- Organizations are aggressive in providing opportunities for privacy, particularly in large congregate settings.
- Staff are conscious of each person's need for physical privacy and need for time to be alone or only with selected friends.
- Staff assignments to assist a person with personal hygiene needs reflect personal preference and sensitivity to the dignity of the person.

18. PEOPLE HAVE TIME, SPACE AND OPPORTUNITY FOR PRIVACY

OUTCOME INFORMATION GATHERING

The following is intended as a guide for gathering information from the person and other sources in order to determine whether the outcome is present for the person. The specific activities and some of the questions may need to be modified to accommodate the person's personal preferences and to assist the person to understand the type of information needed.

INTERVIEW THE PERSON:

During the interview with the person, ask about his or her need and desire for privacy.

Suggested Questions for the Person:

- *Are there times when you want to be alone?*
- *Can you be alone when you want to be?*
- *Is there a place where you can be alone?*
- *Can you visit with your friends in private?*
- *Are there times when you don't have the privacy you want?*
- *If you need assistance with personal hygiene, do you decide who will help you?*

INTERVIEW PEOPLE WHO KNOW THE PERSON BEST:

Plan follow up discussions with the people who know the person best to clarify information and find out about accommodations for individual privacy.

Suggested Questions for those who know the person best:

- *If the person wanted to be alone, where could he or she go?*
- *How do you know the person's preferences regarding privacy and private time?*
- *What do you do to respect those preferences?*
- *How do you decide who will assist the person with personal hygiene?*

OBSERVE INTERACTIONS AND ENVIRONMENTS:

Observe for privacy features in the environment, paying special attention to imposed limitations or environmental barriers to full privacy.

CHECK THE PERSON'S RECORD OR OTHER PROGRAM DOCUMENTATION:

If privacy is a major concern for the person, check the person's assessment and individual plan to verify how these issues are addressed.

18. PEOPLE HAVE TIME, SPACE AND OPPORTUNITY FOR PRIVACY

OUTCOME DECISION MAKING

Based on the information gathered from meeting and talking with the person, interviews with members of the person's formal and informal support network, observations and a review of the record if needed, please answer the following questions about the person's time, space and opportunity for privacy:

OUTCOME QUESTIONS:

18.1 Does the person have time during the day for private activities and general privacy?

18.2 Can the person go somewhere to be alone or with friends?

18.3 Is privacy provided when the person desires or requests it?

18.4 Is the person satisfied with the level of privacy?

18.5 If the answers to 18.1, 18.2, 18.3 and 18.4 are yes, *the Outcome is present*.

ORGANIZATIONAL PROCESS QUESTIONS:

18.A Has the organization designed and initiated a process that enables (or will enable) the person to overcome barriers to privacy?

18.B If the answer is yes, what is the organizational process that enables (or will enable) the person to overcome barriers to privacy?

SPECIAL CONSIDERATIONS:

☐ If the person has limited ability to directly express his or her wishes and preferences for privacy, then there must be active efforts to solicit information and define the person's needs for privacy in order for the outcome to be considered present.

☐ The method to address opportunities for the person's privacy must actually be in process and must be individualized for the person.

19. PEOPLE HAVE AND KEEP PERSONAL POSSESSIONS

People are supported in their efforts to accumulate and maintain personal property.

All people have some personal possessions. Common sense will indicate what is reasonable in terms of personal possessions. When necessary, the type, quantity, and reasonableness of personal possessions is discussed within the context of the planning process. However, the presence or severity of a disability alone or the person's inability to independently care for possessions is not a justification for preventing the person from having or accessing personal possessions.

Some people may need supports, training or assistance to keep and use personal possessions. If the personal possession is a priority for the person, the service or support organization should also consider the personal possession a priority.

Having and keeping personal possessions means having access to the possessions. Whenever possible, the personal possessions should be both stored and used in a culturally normative fashion.

VALUES:

- Personal possessions often reflect what is important to people. They can provide a means of personal expression and a sense of security and comfort to people.

19. PEOPLE HAVE AND KEEP PERSONAL POSSESSIONS

OUTCOME INFORMATION GATHERING

The following is intended as a guide for gathering information from the person and other sources in order to determine whether the outcome is present for the person. The specific activities and some of the questions may need to be modified to accommodate the person's personal preferences and to assist the person to understand the type of information needed.

INTERVIEW THE PERSON:

During the interview with the person, ask about satisfaction with the amount and variety of personal possessions, as well as access and space for storage.

Suggested Questions for the Person:

- *Do you have things that belong to you? Things that you bought with your own money or that were given to you as gifts?*
- *Are there personal things you want but cannot have? Why not?*
- *Can you keep things where you want to?*
- *Can you get them whenever you want to?*
- *If any of your things are locked away, do you have a key?*

INTERVIEW PEOPLE WHO KNOW THE PERSON BEST:

Plan follow up discussions with the people who know the person best to clarify information and find out about accommodations for personal possessions.

Suggested Questions for those who know the person best:

- *Do you know what personal possessions the person has?*
- *Can the person access his or her possessions independently?*
- *If not, why not?*
- *What is being done to change the situation?*
- *If the person has no or few possessions, why is that?*
- *What support is provided for the person to obtain and retain desired possessions?*

OBSERVE INTERACTIONS AND ENVIRONMENTS:

Note any personal possessions that the person has and how they are stored.

CHECK THE PERSON'S RECORD OR OTHER PROGRAM DOCUMENTATION:

If the person expressed concern about loss of personal possessions, check records to see how this is addressed.

19. PEOPLE HAVE AND KEEP PERSONAL POSSESSIONS

OUTCOME DECISION MAKING

Based on the information gathered from meeting and talking with the person, interviews with members of the person's formal and informal support network, observations and a review of the record if needed, please answer the following questions about the person's personal possessions:

OUTCOME QUESTIONS:

19.1 Does the person have personal possessions?

19.2 If the answer to 19.1 is yes, does the person have a place to keep his or her personal possessions?

19.3 Can the person access his or her personal possessions whenever he or she wants?

19.4 If the answers to 19.1, 19.2 and 19.3 are yes, *the Outcome is present.*

ORGANIZATIONAL PROCESS QUESTIONS:

19.A Has the organization designed and initiated a process that enables (or will enable) the person to overcome barriers to having and keeping personal possessions?

19.B If the answer is yes, what is the organizational process that enables (or will enable) the person to overcome barriers to having and keeping personal possessions?

SPECIAL CONSIDERATIONS:

☐ If the person is able to access his or her personal possessions at will, then the outcome is present.

☐ If the person's access to personal possessions is limited for any reason, then the outcome is not present.

20. PEOPLE DECIDE WHEN TO SHARE PERSONAL INFORMATION

Information about people is not shared with others or made public without their direct consent. Even with permission, service and support organizations should provide only the information that is relevant to services or supports for the person.

Sometimes information is shared informally. Information is often transmitted during social and business introductions of people, during the stories staff tell about work, and during conversations related to the provision of services and supports. Even in these situations, organizations should not transmit information without the authorization of the person. Finally, organizations providing supports and services should guard against the sharing of unnecessary information when only specific information is needed and authorized by the person.

Verbal sharing of personal information about people, even among staff, can cause people discomfort and embarrassment. People should have the option to limit what information is known and shared and, at a minimum, should be informed if their wishes cannot be respected due to professional or treatment concerns.

VALUES:

- Information is shared only with permission of the person.
- Only information necessary to provide supports and/or services is requested of the person.
- A person's record is the property of the person.
- All information in a person's record is confidential. Access is limited to staff who need information and to others specifically authorized by the person or legal guardian.

20. PEOPLE DECIDE WHEN TO SHARE PERSONAL INFORMATION

OUTCOME INFORMATION GATHERING

The following is intended as a guide for gathering information from the person and other sources in order to determine whether the outcome is present for the person. The specific activities and some of the questions may need to be modified to accommodate the person's personal preferences and to assist the person to understand the type of information needed.

INTERVIEW THE PERSON:

During the interview with the person, ask if he or she is comfortable with respect for and protection of confidential and personal information.

Suggested Questions for the Person:

- *Is your permission requested before information from your record about you is shared with anyone?*
- *Is there any information you would not want shared?*
- *Is there any person or organization to whom you would not release information?*
- *Do you have access to your record when you want it?*
- *Are you fully informed about what information is shared and with whom?*

INTERVIEW PEOPLE WHO KNOW THE PERSON BEST:

Plan follow up discussions with the people who know the person best to clarify information and to find out how confidential information is handled.

Suggested Questions for those who know the person best:

- *What personal information do you request from people when services are provided?*
- *What information is maintained on record about the person?*
- *Who has access to this information?*
- *Is consent obtained before information is shared?*
- *With whom would you share the information?*

OBSERVE INTERACTIONS AND ENVIRONMENTS:

Note any sharing of information between staff and people not affiliated with the organization without the person's permission.

CHECK THE PERSON'S RECORD OR OTHER PROGRAM DOCUMENTATION:

Look at consents to see that they are legally adequate, specific and time-limited.

20. PEOPLE DECIDE WHEN TO SHARE PERSONAL INFORMATION

OUTCOME DECISION MAKING

Based on the information gathered from meeting and talking with the person, interviews with members of the person's formal and informal support network, observations and a review of the record if needed, please answer the following questions about the sharing of personal information:

OUTCOME QUESTIONS:

20.1 What personal information is requested and maintained by the organization?

20.2 Who has access to this information?

20.3 Is the information shared with others only at the request of, or with the consent of, the person or his or her guardian?

20.4 If the answer to 20.3 is yes, *the Outcome is present*.

ORGANIZATIONAL PROCESS QUESTIONS:

20.A Has the organization designed and initiated a process that enables (or will enable) the person to overcome barriers to deciding when to share personal information?

20.B If the answer is yes, what is the organizational process that enables (or will enable) the person to overcome barriers to deciding when to share personal information?

SPECIAL CONSIDERATIONS:

☐ Both written and verbal sharing of information will be considered in determining whether the outcome is or is not present.

21. PEOPLE HAVE HEALTH CARE SERVICES

People's health related concerns are addressed through health care services.

People should have access to health care services. The variety and quality of health care services available to people with disabilities matches what is available to others. The health service organization meets all license and certification requirements. Health services focus on the person and not on the service or the provider. There is continuity in health care so that a person's past and future health issues are considered in addressing current concerns.

People are educated in the process of health service provision in order to support follow-up and informed decision making. This means that people are informed of the need for health care services, as well as the availability and location of care. This information and education is part of the ongoing service/support relationship. The service or support organization has the responsibility for providing education about the availability of services and the process for making decisions.

People have support in accessing health care and following recommendations for follow-up services and preventive health services. Finally, people receive education or support in identifying health concerns and the appropriate actions to take.

VALUES:

- People should be supported and assisted to access all health services recommended by professionals based on typical variables of sex, age and health risks.
- Education and support remains available to the person even if the person does not request it or declines support at any time.

21. PEOPLE HAVE HEALTH CARE SERVICES

OUTCOME INFORMATION GATHERING

The following is intended as a guide for gathering information from the person and other sources in order to determine whether the outcome is present for the person. The specific activities and some of the questions may need to be modified to accommodate the person's personal preferences and to assist the person to understand the type of information needed.

INTERVIEW THE PERSON:

During the interview with the person, ask about his or her access to needed health services.

Suggested Questions for the Person:

- *Do you have any health problems?*
- *Are you seeing a physician?*
- *Do you see a physician and dentist for regular check-ups?*
- *If no, why not?*
- *What do you do to stay healthy?*

INTERVIEW PEOPLE WHO KNOW THE PERSON BEST:

Plan follow up discussions with the people who know the person best to clarify information and find out how the person is assisted to access needed health services.

Suggested Questions for those who know the person best:

- *Does the person have specific health concerns?*
- *How do you know that?*
- *Does the person see a physician and dentist for regular check-ups?*
- *Can the person handle his or her own health care?*
- *How do you know that?*
- *Is the person receiving the health care services that he or she needs to address current health concerns and prevent any future problems?*

OBSERVE INTERACTIONS AND ENVIRONMENTS:

Observe the person to see if he or she appears healthy.

CHECK THE PERSON'S RECORD OR OTHER PROGRAM DOCUMENTATION:

Review the person's assessment information and individual plan, if there are any concerns about the person not having access to health care services.

21. PEOPLE HAVE HEALTH CARE SERVICES

OUTCOME DECISION MAKING

Based on the information gathered from meeting and talking with the person, interviews with members of the person's formal and informal support network, observations and a review of the record if needed, please answer the following questions about the person's health care services:

OUTCOME QUESTIONS:

21.1 What health related concerns have been identified by the person and/or others?

21.2 Are health services being provided to address the issue(s) or concern(s)?

21.3 If the answer to 21.2 is yes, *the Outcome is present.*

21.4 If the answer to 21.2 is no, is this due to personal choice?

21.5 If health services are not utilized due to personal choice, *the Outcome is present.*

ORGANIZATIONAL PROCESS QUESTIONS:

21.A Has the organization designed and initiated a process that enables (or will enable) the person to overcome barriers to health care services?

21.B If the answer is yes, what is the organizational process that enables (or will enable) the person to overcome barriers to health care services?

SPECIAL CONSIDERATIONS:

☐ If the only option for health care services provided to the person does not serve the person's needs, then the outcome is not present.

22. PEOPLE HAVE THE BEST POSSIBLE HEALTH

Health care interventions for people are personalized and effective. The goal of the health intervention is to enable each person to have the best possible health given his or her own health status.

The definition of best possible health varies from person to person. The definition of "best possible" depends on the current health status of a person and the possibility of health interventions to restore lost capacity, provide stabilization, or minimize further loss of function. Best possible health must be defined in terms that are satisfactory for the person. If the person is dissatisfied with the opinion of one health care professional, the organization provides options from which the person can select a second opinion. The failure to accept a second opinion from a number of health care professionals may be an indication that the person has unrealistic expectations of his or her best possible health situation.

The effectiveness of services in addressing the person's best possible health situation means that the services have maintained the person's health status as planned for by the person and the health care professional. For some people, effectiveness will be a measurement of prevention; for other people the measure of effectiveness will be the management of the rate of progression of the condition; while in others it might be the continued stable management of a chronic condition.

VALUES:

- Best possible health is individually defined for each person, given the unique characteristics of that person.
- A definition of best possible health is important to directing and selecting health services for a person.
- A person's decision to decline treatment is viewed as one point in the dialogue about treatment options.
- Efforts to address health care concerns continue even if preliminary interventions are not agreeable to the person or are not effective.

22. PEOPLE HAVE THE BEST POSSIBLE HEALTH

OUTCOME INFORMATION GATHERING

The following is intended as a guide for gathering information from the person and other sources in order to determine whether the outcome is present for the person. The specific activities and some of the questions may need to be modified to accommodate the person's personal preferences and to assist the person to understand the type of information needed.

INTERVIEW THE PERSON:

During the interview with the person, ask about his or her interactions with health care professionals and the effectiveness of treatments.

Suggested Questions for the Person:

- *How do you feel about your health situation? Do you feel healthy?*
- *With whom do you talk about your health?*
- *Do you take medication? How is the medication supposed to help you? Do you know the possible side effects?*
- *Are you following the health care professional's instructions for your health situation?*
- *If yes, do you think the intervention is working?*
- *If no, why are you not following the intervention?*
- *If you think the intervention is not working, what are you doing about it?*

INTERVIEW PEOPLE WHO KNOW THE PERSON BEST:

Plan follow up discussions with the people who know the person best to clarify information and find out how the person is assisted to manage his or her health status.

Suggested Questions for those who know the person best:

- *How is the person's health situation defined?*
- *Is the person following the health care professional's instructions for his or her situation?*
- *If no, why do you think the person is not following the intervention?*
- *Do you think the intervention is working?*
- *If the intervention is not working, what are you doing about it?*

OBSERVE INTERACTIONS AND ENVIRONMENTS:

Check to see that any equipment or other items needed to support the person's health are available.

CHECK THE PERSON'S RECORD OR OTHER PROGRAM DOCUMENTATION:

Review records of the person's health care, if concerns exist.

22. PEOPLE HAVE THE BEST POSSIBLE HEALTH

OUTCOME DECISION MAKING

Based on the information gathered from meeting and talking with the person, interviews with members of the person's formal and informal support network, observations and a review of the record if needed, please answer the following questions about the person's health situation:

OUTCOME QUESTIONS:

22.1 Have the person and a health care professional agreed on the person's current best possible health situation, on any health care issues or concerns, and on any health interventions?

22.2 Are health intervention services currently being pursued to address the health care issue?

22.3 Has the intervention been effective?

22.4 If the answers to 22.1, 22.2 and 22.3 are yes, *the Outcome is present.*

ORGANIZATIONAL PROCESS QUESTIONS:

22.A Has the organization designed and initiated a process that enables (or will enable) the person to overcome barriers to achieving his or her best possible health?

22.B If the answer is yes, what is the organizational process that enables (or will enable) the person to overcome barriers to achieving his or her best possible health?

SPECIAL CONSIDERATIONS:

23. PEOPLE ARE SAFE

People live and work in physical and social environments that meet typical safety expectations.

Living, working, and leisure time environments should meet all necessary applicable federal, state or local standards related to health, cleanliness and safety. Some environments may be modified to meet safety, health, and cleanliness requirements for some people. Supports may also be provided to add a margin of safety to environments.

Physical facilities meet high standards of cleanliness and safety. Physical facilities comply with all requirements of state and local fire, health, and environmental safety authorities. Provisions for handling and securing toxic materials, and modifications and plans for effectively meeting emergencies, including an evacuation plan that is rehearsed regularly, are developed.

People are exposed to a reasonable amount of risk in normal environments. Overprotection prevents people from learning. However, people should not be required to face major decisions with significant risk, without having had the opportunity of making smaller decisions with less significant risk.

By learning through real life experiences that evolve from less significant to more significant consequences, people learn to make progressively more complex decisions in a responsible manner.

VALUES:

- When people are fully integrated into community settings, such as employment or independent living, the standards for safety and sanitation are the same as the norm for the community, provided these permit emergency evacuation.
- The organization assists people to anticipate, recognize, and take care of safety issues.
- People with little experience in maintaining their own environments have support to keep the environment clean and hazard free.
- People who have depended on others to identify and respond to emergencies have support and, perhaps, special equipment in order to anticipate, recognize, and take care of safety needs.

OUTCOME INFORMATION GATHERING

The following is intended as a guide for gathering information from the person and other sources in order to determine whether the outcome is present for the person. The specific activities and some of the questions may need to be modified to accommodate the person's personal preferences and to assist the person to understand the type of information needed.

INTERVIEW THE PERSON:

During the interview with the person, ask about the risks in his or her life and what is done to ensure safety.

Suggested Questions for the Person:

- *What kinds of safety risks are you concerned about?*
- *Do you plan for and practice emergency procedures?*
- *What would you do if there were a fire or other emergency?*
- *Do you know what to do if you get hurt or sick?*
- *Do you have safety equipment (such as smoke detectors or fire extinguishers)?*
- *Do you know the telephone numbers to call for an emergency?*
- *Do you feel safe in your neighborhood?*
- *Is your living and working environment clean and free of health risks (for example, insects, rodents, vermin, and offensive odors)?*

INTERVIEW PEOPLE WHO KNOW THE PERSON BEST:

Plan follow up discussions with the people who know the person best to clarify information and find out what support is provided to promote safety.

Suggested Questions for those who know the person best:

- *Does the person know what to do in emergencies?*
- *How do you know that?*
- *If the person doesn't know, what do you do to ensure safety?*
- *What do you do to ensure that the places where the person spends his or her time are safe and meet codes?*
- *Does the person need any special equipment in order to respond to emergencies?*
- *If so, has that been obtained?*

OBSERVE INTERACTIONS AND ENVIRONMENTS:

Look for any safety and health hazards in the environment.

CHECK THE PERSON'S RECORD OR OTHER PROGRAM DOCUMENTATION:

Look at records of evacuation and other drills, if the person relies on assistance for safety procedures. Also review the person's assessment information and individual plan to see how support is addressed.

23. PEOPLE ARE SAFE

OUTCOME DECISION MAKING

Based on the information gathered from meeting and talking with the person, interviews with members of the person's formal and informal support network, observations and a review of the record if needed, please answer the following questions about the person's safety:

OUTCOME QUESTIONS:

23.1 Does the person live, work and pursue leisure activities in physical structures that meet all applicable codes?

23.2 In case of fire or other emergency, is the person able to evacuate or be evacuated, and is the person or a support service able to contact emergency services?

23.3 If the answers to 23.1 and 23.2 are yes, *the Outcome is present.*

ORGANIZATIONAL PROCESS QUESTIONS:

23.A Has the organization designed and initiated a process that enables (or will enable) the person to overcome barriers to being safe?

23.B If the answer is yes, what is the organizational process that enables (or will enable) the person to overcome barriers to being safe?

SPECIAL CONSIDERATIONS:

☐ If the person cannot evacuate independently, but there is assistance to the person to evacuate in emergency situations, then the outcome is present.

24. PEOPLE USE THEIR ENVIRONMENTS

People have full access to all parts of their environment and adaptations to support each person's functional use of the environment are made.

Previous expectations and experience, ability to control the environment, and the presence of supports influence a person's use of the environment. In some cases, people may need specialized training, orientation, and exposure to an environment before they feel comfortable in it. In other cases, the environment may need to be modified for use. Modifications and adaptations include ramps, grab bars, bathrooms and kitchens that are totally accessible to people who use wheelchairs; alarm systems and telephones for people with deafness; devices to notify appropriate persons in emergencies; telephones with automatic dial.

Access to, and control over, mobility, communication, and nourishment can be increased through technology. Control over lighting, sound, temperature, and access can be enhanced through simple switches and computer applications.

VALUES:

- Environments are modified or adapted to meet people's needs.
- Modifications and adaptations allow for greater independence.
- An orientation to new environments and specialized training may increase people's functional control and capacity in that environment.
- People are not limited in what they can do at home, work, or school because of the lack of modifications or equipment, or because of the organization's rules or practices.
- Assessments address the need for modifications and adaptations.

24. PEOPLE USE THEIR ENVIRONMENTS

OUTCOME INFORMATION GATHERING

The following is intended as a guide for gathering information from the person and other sources in order to determine whether the outcome is present for the person. The specific activities and some of the questions may need to be modified to accommodate the person's personal preferences and to assist the person to understand the type of information needed.

INTERVIEW THE PERSON:

During the interview with the person, ask about barriers in the environment that prevent the person from full access and functional use.

Suggested Questions for the Person:

- *Is there anything you can't do or use because you don't have the proper equipment or modifications (using the kitchen, bathroom, or telephone; job duties; personal care)?*
- *Are there things that you are prevented from doing due to rules, practices, regulations or staff behavior?*
- *Is there anything that would make it easier for you to get around your home, school or place of work?*

INTERVIEW PEOPLE WHO KNOW THE PERSON BEST:

Plan follow up discussions with the people who know the person best to clarify information and to find out about modifications and support provided to ensure the person's access to and use of his or her environment.

Suggested Questions for those who know the person best:

- *Is there anything the person has difficulty doing or cannot do because of the lack of modifications or adaptations?*
- *How do you determine if adaptations are needed?*
- *What assistance do you provide to the person when modifications or adaptations are needed?*
- *What resources are available within the organization and the community when modifications and adaptations are needed?*

OBSERVE INTERACTIONS AND ENVIRONMENTS:

Spend time with the person in various settings to identify any barriers to functional daily activities.

CHECK THE PERSON'S RECORD OR OTHER PROGRAM DOCUMENTATION:

Review the person's assessment information and individual plan, if problems are observed or noted during the interview to see how the issue is addressed.

24. PEOPLE USE THEIR ENVIRONMENTS

OUTCOME DECISION MAKING

Based on the information gathered from meeting and talking with the person, interviews with members of the person's formal and informal support network, observations and a review of the record if needed, please answer the following questions about the person's use of the environment:

OUTCOME QUESTIONS:

24.1 Does the person have access to the physical environments he or she frequents?

24.2 Have modifications and adaptations been made to ensure that the person has maximum use of the environments he or she frequents?

24.3 If the answers to 24.1 and 24.2 are yes, *the Outcome is present*.

ORGANIZATIONAL PROCESS QUESTIONS:

24.A Has the organization designed and initiated a process that enables (or will enable) the person to overcome barriers to using his or her environments?

24.B If the answer is yes, what is the organizational process that enables (or will enable) the person to overcome barriers to using his or her environments?

SPECIAL CONSIDERATIONS:

☐ If the limitations in the person's maximum use of the environment is based solely on individual limitations and needs, then the outcome is present.

☐ If the person's maximum use of the environment is prevented through rules, architecture or other means, then the outcome is not present.

25. PEOPLE LIVE IN INTEGRATED ENVIRONMENTS

People with disabilities live and carry out routine activities in integrated settings. For most people, home, work, educational and leisure activities occur in diverse environments. Thus, programs that provide support or training for people with disabilities should be located in places where other people carry out these same activities.

Physical integration is not the same as social integration. Physical integration requires that people are physically present in the community. Integration in community environments enhances the person's opportunity for learning. All people learn best in real life situations.

Where people live, work and play is often determined by where the supports are located. No one should be required to demonstrate a certain skill in order to graduate into an integrated setting. Living in an integrated world is not dependent upon possession of certain knowledge or the capability of performing a particular behavior.

VALUES:

- People with disabilities have the right to access the same environments as any other citizen.
- Integration provides exposure to, and tolerance of, a wide diversity in people's race, ethnicity, religion, nationality, and mental and physical abilities.
- The environments in which people spend their time is usually determined by their preference and choice of activities.
- Where people live, work, and play depends upon the presence of supports in that environment.

25. PEOPLE LIVE IN INTEGRATED ENVIRONMENTS

OUTCOME INFORMATION GATHERING

The following is intended as a guide for gathering information from the person and other sources in order to determine whether the outcome is present for the person. The specific activities and some of the questions may need to be modified to accommodate the person's personal preferences and to assist the person to understand the type of information needed.

INTERVIEW THE PERSON:

During the interview with the person, ask about where the person goes during his or her daily activities.

Suggested Questions for the Person:

- *Where do you live and work?*
- *Do other people with disabilities live and work with or near you?*
- *Do you spend time in places used by people without disabilities?*

INTERVIEW PEOPLE WHO KNOW THE PERSON BEST:

Plan follow up discussions with the people who know the person best to clarify information and find out about support provided to assist the person to access integrated environments.

Suggested Questions for those who know the person best:

- *Does the person live in regular community housing?*
- *Does the person work in a building in which people without disabilities work?*
- *Do leisure activities take place in settings used by people without disabilities?*
- *Do sports and work teams consist of people with and without disabilities?*
- *What supports are provided to increase efforts toward physical integration in public education programs, work, social activities, and/or leisure activities?*
- *What does the organization do to promote interactions that support integration?*

OBSERVE INTERACTIONS AND ENVIRONMENTS:

If convenient for the person, spend time with the person in various environments.

CHECK THE PERSON'S RECORD OR OTHER PROGRAM DOCUMENTATION:

Look at the person's assessment information and individual plan, if observations or conversations result in a need for more detailed documentation about support for physical integration.

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25. PEOPLE LIVE IN INTEGRATED ENVIRONMENTS

OUTCOME DECISION MAKING

Based on the information gathered from meeting and talking with the person, interviews with members of the person's formal and informal support network, observations and a review of the record if needed, please answer the following questions about the person's living in and using integrated environments:

OUTCOME QUESTIONS:

25.1 Do people without disabilities use the same environments used by the person (for living, work, leisure)?

25.2 If the answers to 25.1 is yes, *the Outcome is present.*

25.3 If the answer to 25.1 is no, is this based on personal choice?

25.4 If the answer to 25.3 is yes, *the Outcome is present.*

ORGANIZATIONAL PROCESS QUESTIONS:

25.A Has the organization designed and initiated a process that enables (or will enable) the person to overcome barriers to living in integrated environments?

25.B If the answer is yes, what is the organizational process that enables (or will enable) the person to overcome barriers to living in integrated environments?

SPECIAL CONSIDERATIONS:

☐ The method to enable the person to live, work and play in integrated settings must be individualized for the person.

26. PEOPLE HAVE ECONOMIC RESOURCES

People have the economic resources that cover the basic requirements for a place to live, food, clothing, shelter, transportation and leisure. Economic resources can be derived from private financial assets, from public support programs, and from employment. Securing basic life supports enables people to play a meaningful role in planning for their future.

Primary economic resources are derived from work. Work is a means for securing a place to live, food, clothing, transportation and leisure. Some people may choose alternatives to work such as volunteer service, travel, a return to school, or a hobby, if they have the financial resources to do so.

Disability often results in a lack of economic resources. Poverty and disability are linked. Organizations providing services and supports have an obligation to assist people to gather the economic resources to support basic life activities.

VALUES:

- Having a basic level of economic security plays a significant role in enabling people to plan for future personal development.

- Economic resources come from a variety of different sources. Individual preferences play a role in selecting sources of economic support and security.

26. PEOPLE HAVE ECONOMIC RESOURCES

OUTCOME INFORMATION GATHERING

The following is intended as a guide for gathering information from the person and other sources in order to determine whether the outcome is present for the person. The specific activities and some of the questions may need to be modified to accommodate the person's personal preferences and to assist the person to understand the type of information needed.

INTERVIEW THE PERSON:

During the interview with the person, ask about the adequacy and satisfaction with his or her economic resources.

Suggested Questions for the Person:

- *Do you get a regular paycheck?*
- *Do you get money from other sources?*
- *Is it enough to pay your living expenses (rent, food, clothing, take care of your health needs, transportation, and leisure activities)? If no, why is it not enough?*
- *What do you have to do without?*
- *Do you need assistance to change the current situation?*

INTERVIEW PEOPLE WHO KNOW THE PERSON BEST:

Plan follow up discussions with the people who know the person best to clarify information and find out about support provided to assist the person with economic resources.

Suggested Questions for those who know the person best:

- *Do you know what economic resources the person has?*
- *Do you know if they are sufficient to support the person?*
- *If they are not, do you know why?*
- *Does the person need assistance with budgeting or in seeking a job or another job, or other sources of support?*

OBSERVE INTERACTIONS AND ENVIRONMENTS:

Observe to see if the person has the basic living support in the environment (such as food, adequate housing, clothing).

CHECK THE PERSON'S RECORD OR OTHER PROGRAM DOCUMENTATION:

Review the person's assessment and plan, if problems are noted with economic resources, to see how this is being addressed.

26. PEOPLE HAVE ECONOMIC RESOURCES

OUTCOME DECISION MAKING

Based on the information gathered from meeting and talking with the person, interviews with members of the person's formal and informal support network, observations and a review of the record if needed, please answer the following questions about the person's economic resources:

OUTCOME QUESTIONS:

26.1 What financial assets and income does the person have?

26.2 Do current financial resources provide the person with basic life activities such as a place to live, transportation, health care, food, clothing, insurance, and leisure?

26.3 If the answer to 26.2 is yes, *the Outcome is present.*

ORGANIZATIONAL PROCESS QUESTIONS:

26.A Has the organization designed and initiated a process that enables (or will enable) the person to overcome barriers to acquiring economic resources for basic personal support?

26.B If the answer is yes, what is the organizational process that enables (or will enable) the person to overcome barriers to acquiring economic resources for basic personal support?

SPECIAL CONSIDERATIONS:

☐ The method to assist the person to gather economic resources must be individually defined.

27. PEOPLE HAVE INSURANCE TO PROTECT THEIR RESOURCES

The property and other assets that people acquire are protected by insurance.

Illness and poor health, accidents, and natural disasters can deplete and destroy financial resources. Insurance enables people to protect the economic assets that they acquire. People with disabilities require the same cushion in difficult times or unexpected situations that all people require. Insurance includes health, life, casualty/property, unemployment and disability insurance. Casualty and property insurance will protect clothing and personal property. Health insurance enables people to secure access to health care. Unemployment insurance will provide some assistance to people who lose employment and must search for alternative work.

People often acquire personal possessions, clothing and other financial assets when they secure employment. Employment can also provide health insurance, workers compensation and access to social security benefits. Employment benefits often include an option for health, disability, life, and unemployment insurance.

VALUES:

- People are assisted in exploring insurance options and deciding about the types of insurance appropriate for them.
- Providers of supports and services assist people in securing adequate insurance.
- When cost of insurance is prohibitive, the service or support organization pursues advocacy efforts to assist the person.

27. PEOPLE HAVE INSURANCE TO PROTECT THEIR RESOURCES

OUTCOME INFORMATION GATHERING

The following is intended as a guide for gathering information from the person and other sources in order to determine whether the outcome is present for the person. The specific activities and some of the questions may need to be modified to accommodate the person's personal preferences and to assist the person to understand the type of information needed.

INTERVIEW THE PERSON:

During the interview with the person, ask about how the person plans to protect his or her economic resources.

Suggested Questions for the Person:

- *Do you have any insurance (personal possessions insured for replacement from theft/fire; supplemental health insurance; workers compensation insurance)?*
- *If yes, what type and do you think it is enough?*
- *If no, why not?*

INTERVIEW PEOPLE WHO KNOW THE PERSON BEST:

Plan follow up discussions with the people who know the person best to clarify information and find out about support provided to assist the person to protect economic resources.

Suggested Questions for those who know the person best:

- *Do you know if the person has insurance?*
- *If yes, do you know if it covers the person's assets?*
- *If the person does not have insurance, do you know why?*
- *Does the person have any employment benefits?*
- *What are you doing to assist the person?*
- *Does the organization's insurance protect the person's possessions?*

CHECK THE PERSON'S RECORD OR OTHER PROGRAM DOCUMENTATION:

Review the person's assessment and plan, if problems are noted with economic resources to see how this is being addressed.

OBSERVE INTERACTIONS AND ENVIRONMENTS:

Not applicable for this outcome.

27. PEOPLE HAVE INSURANCE TO PROTECT THEIR RESOURCES

OUTCOME DECISION MAKING

Based on the information gathered from meeting and talking with the person, interviews with members of the person's formal and informal support network, observations and a review of the record if needed, please answer the following questions about the person's insurance:

OUTCOME QUESTIONS:

27.1 What resources does the person have to protect?

27.2 What types of insurance does the person have?

27.3 Is the insurance coverage adequate to protect resources?

27.4 If the answer to 27.3 is yes, *the Outcome is present.*

ORGANIZATIONAL PROCESS QUESTIONS:

27.A Has the organization designed and initiated a process that enables (or will enable) the person to overcome barriers to having adequate insurance?

27.B If the answer is yes, what is the organizational process that enables (or will enable) the person to overcome barriers to having adequate insurance?

SPECIAL CONSIDERATIONS:

☐ If the person has few or no personal assets, then private property insurance may not be warranted and the outcome can be considered to be present.

☐ Government (such as Medicaid) or family insurance are considered in evaluating this outcome.

28. PEOPLE EXPERIENCE CONTINUITY AND SECURITY

A service organization should provide continuity and security for people through the service process.

Having a disability is frequently associated with dependence on human service organizations for shelter, food, clothing, work and transportation. This dependence on organizational support often links changes in people's lives to changes in agency administration, staffing, funding or political leadership.

The rationale for changes in programs and services should be derived from issues related to each person. Thus, people are not moved from their homes or out of work settings because of factors related to funding or administration. Ideally, the funding for supports and services should follow the person rather than finance programs. At a minimum, changes should be planned for each person and consideration given as to how the change impacts on continuity and security in the person's life.

VALUES:

- Supports and services are provided with minimal disruption to the people's lives.
- Stability in place of residence and work is maintained, unless the move or change in job is made to enhance the person's life.
- When changes occur due to factors other than individual choice, the organization has a plan delineating actions to correct the situation.
- The organization engages in systems advocacy to promote greater security for people.

28. PEOPLE EXPERIENCE CONTINUITY AND SECURITY

OUTCOME INFORMATION GATHERING

The following is intended as a guide for gathering information from the person and other sources in order to determine whether the outcome is present for the person. The specific activities and some of the questions may need to be modified to accommodate the person's personal preferences and to assist the person to understand the type of information needed.

INTERVIEW THE PERSON:

During the interview with the person, ask about how secure the person feels in his or her current environment and what stability is important for the person in the future.

Suggested Questions for the Person:

- *How long have you lived where you live now?*
- *How long have you worked at your present situation?*
- *What would cause you to move? to change situations?*
- *Are there any limits on how long you may live or work in your present situation?*
- *Is there anything that you do not want to change?*

INTERVIEW PEOPLE WHO KNOW THE PERSON BEST:

Plan follow up discussions with the people who know the person best to clarify information and find out about support provided to assist the person with continuity and security.

Suggested Questions for those who know the person best:

- *Other than what can happen to all other citizens, are there any limitations placed on the person's place of residence or job?*
- *If so, what are they?*
- *Who imposed them?*
- *What is being done so that the person's life is not disrupted?*

CHECK THE PERSON'S RECORD OR OTHER PROGRAM DOCUMENTATION:

Review the person's individual plan to see how changes are planned and handled if concerns are raised by the person or others.

OBSERVE INTERACTIONS AND ENVIRONMENTS:

Not applicable for this outcome.

28. PEOPLE EXPERIENCE CONTINUITY AND SECURITY

OUTCOME DECISION MAKING

Based on the information gathered from meeting and talking with the person, interviews with members of the person's formal and informal support network, observations and a review of the record if needed, please answer the following questions about the person's continuity and security:

OUTCOME QUESTIONS:

28.1 How long has the person lived in his or her current home and/or how long has the person been at his or her place of employment?

28.2 What changes in home, work or other life areas are planned for the person?

28.3 Are changes in the person's life determined by the person?

28.4 Is the control over changes similar to that exercised by other people?

28.5 If the answer to 28.4 is yes, *the Outcome is present*.

ORGANIZATIONAL PROCESS QUESTIONS:

28.A Has the organization designed and initiated a process that enables (or will enable) the person to overcome barriers to experiencing continuity and security?

28.B If the answer is yes, what is the organizational process that enables (or will enable) the person to overcome barriers to experiencing continuity and security?

SPECIAL CONSIDERATIONS:

☐ The outcome can be met in situations where there are frequent changes, if those changes are planned based on personal goals.

29. PEOPLE ARE SATISFIED WITH SERVICES

The services that people receive match their needs and expectations.

A person's satisfaction is related to the perception of services and supports rendered, expectations of that service and support, and expectations for the future. Immediate response to a person's expression of dissatisfaction may not be possible in some instances. If that is the case, the person is informed about the reasons and the plans for change. A response that is satisfactory to the person outlines how changes will be made over time.

Dissatisfaction often results from a gap between expectations and service performance. People need to examine both their own expectations and the performance of the service organization. Organizations that offer services or supports may find it necessary to change the array of services or supports if the person is no longer satisfied with the expected outcome or the process of reaching the outcome. The decision to provide other options should flow from discussions with the person that examine past patterns of service/support, the cause of dissatisfaction, and the range of satisfactory and realistic options.

In instances where it may be difficult to understand what people are communicating about their satisfaction, opinion and insight is sought from family, friends, and peers.

VALUES:

- The person's satisfaction is a key to quality. The most important perspective on quality is the consumer's point of view.
- The absence of a complaint does not mean the presence of satisfaction.
- Organizations anticipate the need to modify service practices as people grow and change.
- If a person is dissatisfied, the organization is responsible for working with the person to find and pursue other options that may serve the person better.

29. PEOPLE ARE SATISFIED WITH SERVICES

OUTCOME INFORMATION GATHERING

The following is intended as a guide for gathering information from the person and other sources in order to determine whether the outcome is present for the person. The specific activities and some of the questions may need to be modified to accommodate the person's personal preferences and to assist the person to understand the type of information needed.

INTERVIEW THE PERSON:

During the interview with the person, ask about overall personal satisfaction with the services he or she receives.

Suggested Questions for the Person:

- *What do you like about the services you receive?*
- *What don't you like?*
- *Are the services what you thought they would be?*
- *If not, with whom have you spoken about this?*
- *What were you told?*
- *Are you asked what you think about services?*

INTERVIEW PEOPLE WHO KNOW THE PERSON BEST:

Plan follow up discussions with the people who know the person best to clarify information and find out about how the organization finds out and handles issues about satisfaction.

Suggested Questions for those who know the person best:

- *How do you know if the person is satisfied with his or her services?*
- *Has he or she expressed dissatisfaction?*
- *If so, what was done about it?*

OBSERVE INTERACTIONS AND ENVIRONMENTS:

Note any tension between the person and staff that might indicate reluctance to communicate feelings of dissatisfaction.

CHECK THE PERSON'S RECORD OR OTHER PROGRAM DOCUMENTATION:

Review responses to individual complaints and results of the formal consumer satisfaction survey, if concerns about satisfaction are noted.

29. PEOPLE ARE SATISFIED WITH SERVICES

OUTCOME DECISION MAKING

Based on the information gathered from meeting and talking with the person, interviews with members of the person's formal and informal support network, observations and a review of the record if needed, please answer the following questions about the person's satisfaction with services:

OUTCOME QUESTIONS:

29.1 How is the person's satisfaction determined?

29.2 Does the person express satisfaction with supports and services?

29.3 If the answer to 29.2 is yes, *the Outcome is present*.

ORGANIZATIONAL PROCESS QUESTIONS:

29.A Has the organization designed and initiated a process that enables (or will enable) the person to overcome barriers to satisfaction with services?

29.B If the answer is yes, what is the organizational process that enables (or will enable) the person to overcome barriers to satisfaction with services?

SPECIAL CONSIDERATIONS:

☐ The outcome is present only if there is an organized system to solicit opinions from the person.

30. PEOPLE ARE SATISFIED WITH THEIR PERSONAL LIFE SITUATIONS

People are generally satisfied with their current life situation and their prospects for the future.

Many people are not satisfied with all the circumstances in their lives. They can make change in two ways. The first is to change their own values and expectations. Service/support organizations can assist people in examining their values and expectations and establishing more realistic outcomes. The second approach is for organizations to assist people in devising strategies to accomplish challenging, yet realistic outcomes. This examination and strategizing can be done within the context of a service plan or it can be accomplished with friends and family.

Future goals and ambitions do not indicate dissatisfaction. People are not satisfied when they are angry and troubled on an ongoing basis. Services and supports that are not individualized often contribute to dissatisfaction with life situations.

VALUES:

- Personal life satisfaction increases with the presence of natural support networks.
- Personal life satisfaction increases when people are able to select their own goals, make choices and exercise control over their life situations.

30. PEOPLE ARE SATISFIED WITH THEIR PERSONAL LIFE SITUATIONS

OUTCOME INFORMATION GATHERING

The following is intended as a guide for gathering information from the person and other sources in order to determine whether the outcome is present for the person. The specific activities and some of the questions may need to be modified to accommodate the person's personal preferences and to assist the person to understand the type of information needed.

INTERVIEW THE PERSON:

During the interview with the person, ask about the person's overall satisfaction with his or her current life circumstances and prospects for the future.

Suggested Questions for the Person:

- *What do you like about your personal life situation?*
- *What don't you like?*
- *What would you prefer?*
- *With whom have you spoken about this?*
- *What were you told?*

INTERVIEW PEOPLE WHO KNOW THE PERSON BEST:

Plan follow up discussions with the people who know the person best to clarify information and find out how information about the person's overall satisfaction is solicited and used.

Suggested Questions for those who know the person best:

- *How do you know if the person is satisfied with his or her personal situation?*
- *Has he or she expressed dissatisfaction?*
- *If so, what was done about it?*

OBSERVE INTERACTIONS AND ENVIRONMENTS:

Note any tension between the person and staff that might indicate reluctance to communicate feelings of dissatisfaction.

CHECK THE PERSON'S RECORD OR OTHER PROGRAM DOCUMENTATION:

Review responses to individual complaints and results of the formal consumer satisfaction survey, if concerns about satisfaction are noted.

30. PEOPLE ARE SATISFIED WITH THEIR PERSONAL LIFE SITUATIONS

OUTCOME DECISION MAKING

Based on the information gathered from meeting and talking with the person, interviews with members of the person's formal and informal support network, observations and a review of the record if needed, please answer the following questions about the person's satisfaction with his or her personal life situation:

OUTCOME QUESTIONS:

30.1 How does the person express satisfaction?

30.2 Does the person express satisfaction with his or her life circumstances?

30.3 If the answer to 30.2 is yes, *the Outcome is present.*

ORGANIZATIONAL PROCESS QUESTIONS:

30.A Has the organization designed and initiated a process that enables (or will enable) the person to overcome barriers to personal satisfaction?

30.B If the answer is yes, what is the organizational process that enables (or will enable) the person to overcome barriers to personal satisfaction?

SPECIAL CONSIDERATIONS:

☐ The person's satisfaction with his or her personal life may be linked to the satisfaction with services (Outcome #29). When the organization provides many services in a comprehensive setting, the person's satisfaction with both his or her personal life and the services may be inseparable.

SECTION III

OUTCOME BASED PERFORMANCE MEASURES FOR ORGANIZATIONS

OUTCOME BASED PERFORMANCE MEASURES FOR ORGANIZATIONS

Performance measures for organizations are designed to ensure that organizations incorporate fundamental management practices. These Outcome Measures for Organizations apply to all organizations. These organizational outcomes are generally not covered in the process of applying the Outcome Measures for People.

For organizations applying for an on-site review, Application Criteria must be met as a condition for submitting an application. These Application Criteria are found in Outcomes #31 - 36, #43 and #46. The Application Criteria do not define the type or form of the documentation nor do they require submission of extensive documentation. Statements of compliance may be accepted in lieu of documentation, which is reviewed during the on-site review.

HEALTH AND SAFETY

The person's ability to manage safety considerations is a fundamental concern in all service and support settings. The organization should make every effort to assist the person to address her or his own safety needs.

The organization's premises should meet high standards of cleanliness and safety. To ensure the safety of people served, requirements of state and local fire, health and environmental safety authorities should be met. In addition, provisions for handling and securing toxic materials and modifications and plans for effectively meeting emergencies, including an evacuation plan that is rehearsed regularly, should be developed.

When people are fully integrated into community settings, such as employment in community businesses or living independently, the standards for safety and sanitation are the same as the norm for the community, provided these permit emergency evacuation by people.

31. THE ORGANIZATION OWNS, OPERATES OR LEASES BUILDINGS THAT COMPLY WITH ALL APPLICABLE FIRE AND SANITATION CODES.

32. THE ORGANIZATION COUNSELS PEOPLE WHO ARE ASSISTED TO FIND HOUSING AS TO APPLICABLE CODES AND SAFETY REQUIREMENTS.

33. THE ORGANIZATION IMPLEMENTS PROCEDURES FOR MEETING ALL EMERGENCIES, SUCH AS FIRE, SEVERE WEATHER AND HEALTH.

34. THE ORGANIZATION ASSISTS PEOPLE TO MAINTAIN PERSONAL ENVIRONMENTS THAT MINIMIZE HEALTH AND SAFETY HAZARDS.

35. THE ORGANIZATION HAS EMPLOYMENT SCREENING PROCEDURES THAT MINIMIZE UNNECESSARY OR UNREASONABLE RISK.

36. THE ORGANIZATION REVIEWS REPORTS OF ACCIDENTS AND INJURIES AND TAKES RESPONSIBLE ACTIONS.

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FISCAL MANAGEMENT

The organization should be managed in accordance with sound, accepted fiscal principles in order to conserve resources and to maximize the availability and continuity of services. Accurate fiscal information and documentation of revenue and expenses should be maintained for purposes of proper allocation and analysis and to facilitate annual audits. The availability of financial information should assist management to maintain financial soundness and to achieve programmatic objectives. Particular care should be exercised when the organization has fiduciary responsibilities for people's funds.

37. THE ORGANIZATION HAS A BUDGETING AND ACCOUNTING SYSTEM.

As part of the annual budgeting process, there should be procedures to obtain input from people served and staff, including those who work directly with people. This can be accomplished through periodic meetings or questionnaires.

Regular financial reports and analysis of revenue and expenses provide information on the success in achieving financial and program objectives.

38. THE ORGANIZATION HAS AN INDEPENDENT AUDIT OF ITS FISCAL ACTIVITIES ANNUALLY.

The audits of state operated organizations may be performed by a branch of state government and on other than annual intervals, if that is provided for by state law or regulation.

39. THE ORGANIZATION HAS SEPARATE ACCOUNTING FOR FUNDS MANAGED FOR PEOPLE.

A registry recording all deposits, withdrawals, expenditures (amount and purpose), transactions and balances should be maintained, up-to-date, and available to the person or his/her legal representatives upon request, but at least annually. Funds managed for people are maintained in interest-bearing accounts.

HUMAN RESOURCE MANAGEMENT

Human resource management ensures that qualified personnel are available and are trained in the skills necessary to provide services to people with disabilities and their families. Human resource management includes patterns of supervision, decision making, performance evaluation, career development, and team building.

The human resource management of the organization encourages all staff to exercise responsible decision making as part of a team focus. The manner in which the management treats staff reflects its treatment and expectations of people with disabilities.

The provision of ongoing training, regular evaluations and feedback on job performance contribute toward career growth. The continuous education and training for staff is a key element in continuous quality enhancement.

The organization works with colleges, universities, and other career training agencies to develop needed courses and practicum opportunities for employees.

40. THE ORGANIZATION'S PERSONNEL PRACTICES MEET ALL STATE AND FEDERAL FAIR LABOR REGULATIONS.

41. THE ORGANIZATION PROVIDES OPPORTUNITIES FOR STAFF TRAINING AND PERSONAL DEVELOPMENT.

Staff training includes critical skills needed to perform current job duties and skills that will enhance career growth. Staff education and training increase competence in the organization's processes to achieve outcomes. The increasing competence in organizational programs and processes is part of the organization's quality enhancement program.

42. THE ORGANIZATION REGULARLY EVALUATES AND PROVIDES FEEDBACK TO ITS STAFF ON THEIR PERFORMANCE.

Employees should be aware of how they will be evaluated and how achievement of mutually determined objectives will be measured. On a regular basis, they are evaluated on the basis of performance measures and objectives.

PLANNING AND EVALUATION

Program evaluation enables an organization to determine if it has accomplished its objectives. Successful outcomes should be measured in terms of whether the people served have attained their goals and objectives, as well as whether the agency has achieved organizational goals and objectives. Further, the overall effectiveness of the organization is also evaluated through an analysis of the collective progress of people served towards the meeting of individual outcomes. Periodic internal and external evaluations of outcomes are important to give the organization a true picture of its responsiveness to the needs of those it serves. Finally, individuals and their families are asked to evaluate the effectiveness of the organization.

As part of its planning efforts, the organization should have explicit, detailed management goals and objectives. Some goals may refer to the organization's status (such as maintaining a balanced budget). Others should be stated as benefits to people (such as enhancing community integration) that are to be achieved by pursuing specific objectives (such as teaching independent living skills).

Since people with disabilities and their families participate in services within the broader context of the community, their input should be solicited by the organization as to the responsiveness of the community as a whole in identifying the services that are needed and the community's ability to make needed services available. Where organizations are working together in the community to achieve a common goal, services should be evaluated cooperatively and in relation to one another.

Information collected during the evaluation process should be coordinated, organized, and used to effect timely changes of goals, policies, procedures, and practices.

43. THE ORGANIZATION HAS A CLEAR STATEMENT OF ITS MISSION AND PURPOSE.

A strategic/long range plan, based on the mission statement, is reviewed on a regular basis. The strategic plan contains information on expected financial performance.

44. THE ORGANIZATION CONDUCTS AN ONGOING EVALUATION OF SUCCESS IN ACHIEVING DESIRED OUTCOMES.

Evaluation can address three components of performance. There is a focus on:

- people served that contains outcome measures of the benefits to people;
- the program that contains measures of the effectiveness and efficiency of specific program design and service delivery; and
- the organization that contains measures of the degree to which organizational structure and management of resources supports and facilitates the

accomplishment of the mission at the person and program levels.

45. THE ORGANIZATION INCLUDES INPUT AND INVOLVEMENT FROM PEOPLE SERVED AND OTHERS IN ITS EVALUATION AND PLANNING ACTIVITIES.

People, family members, guardians, and advocates, and staff participate in the collection and analysis of data to measure the accomplishment of objectives. Participation may include committee meetings or written responses.

Representatives of other agencies with which the organization works and members of the larger community participate in the collection, analysis and review of data to determine accomplishment of objectives and/or barriers to accomplishment.

46. THE ORGANIZATION IMPLEMENTS A PROGRAM FOR CONTINUOUS QUALITY ENHANCEMENT.

The ongoing quality enhancement program examines, on a regular basis, the organization processes that contribute to outcomes. Training and education of staff should be based on an analysis of programs and processes that most contribute to achievement of outcomes.